GRADE 1

Practice Book

Annotated Teacher's Edition

Macmillan/McGraw-Hill

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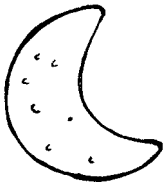
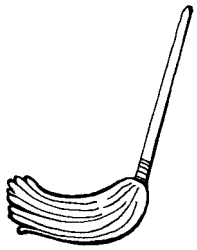
Name _____

Say each picture name. Then write an **m** or **s** below the picture if its name begins with the **m** or **s** sound.



_____

m



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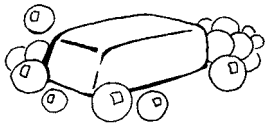
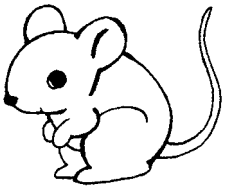


_____

s



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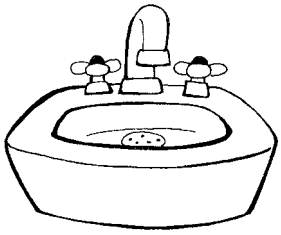
m



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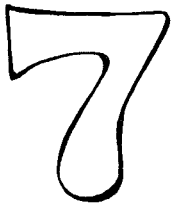


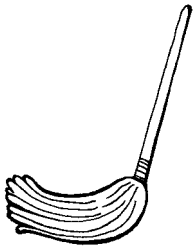
_____

s

Write an **m** or **s** to complete the words.

_____

m op



_____

s ock

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We can .

High-Frequency Words:
like, can, the, I, we

We Can

I like the .

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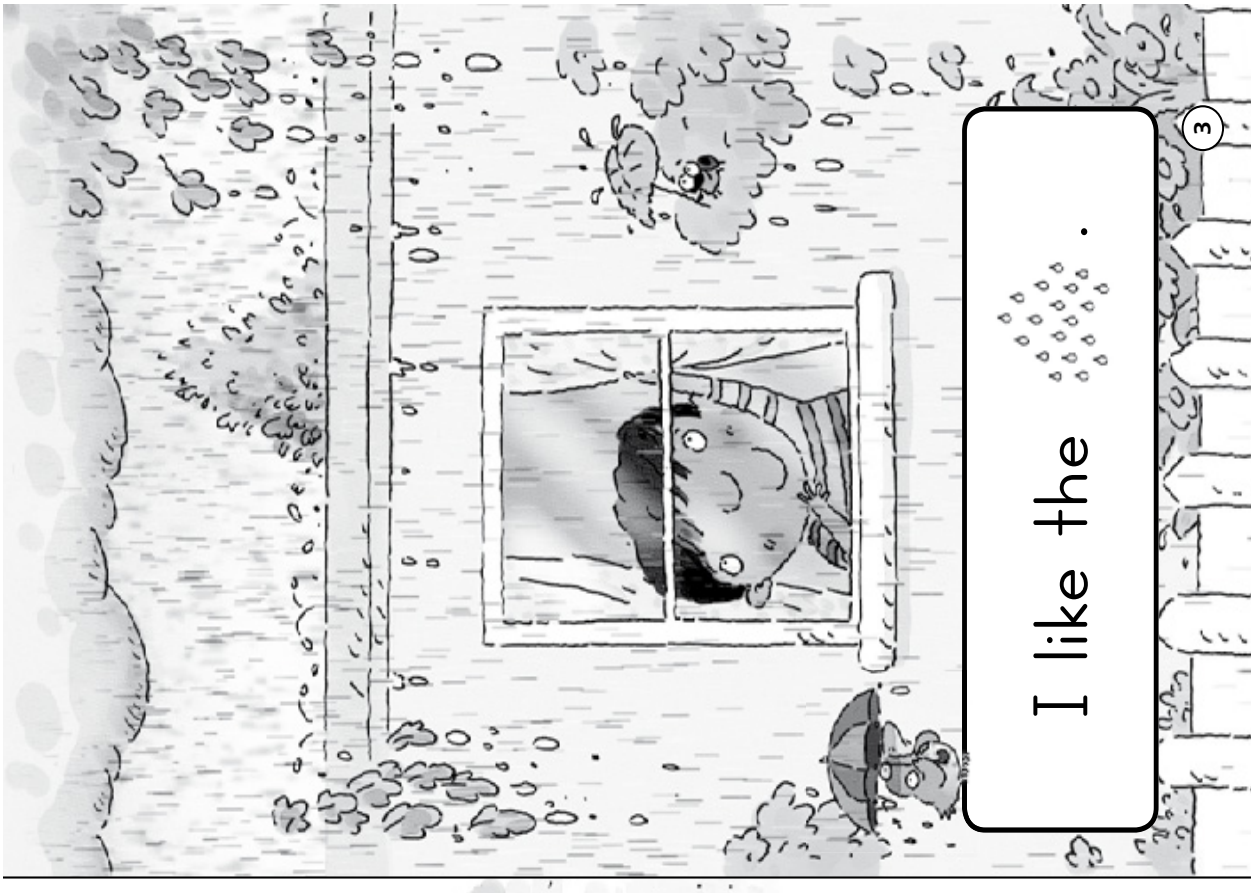
R 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*).



I like the .

3

We can .

2

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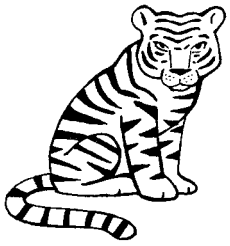
CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).

Name _____

Say each picture name. Then write a **p** or **t** below the picture if its name begins with the **p** or **t** sound.



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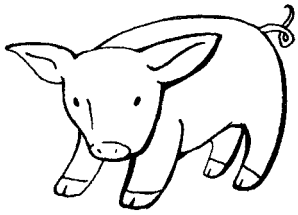

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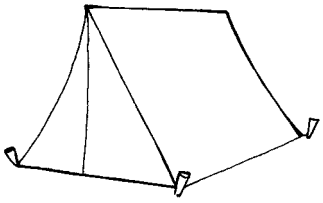

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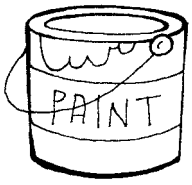
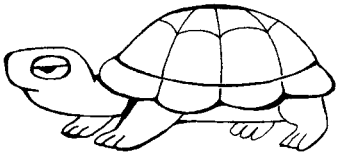


p

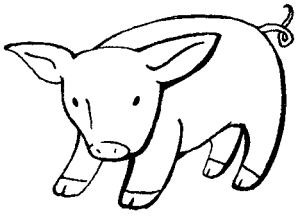
p



t

Write a **p** or **t** to complete the words.

p ig



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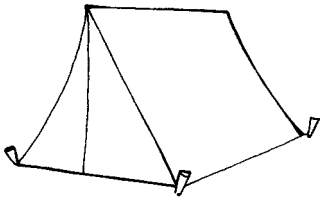

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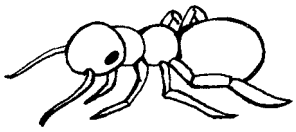
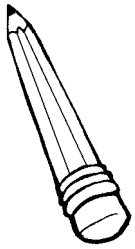
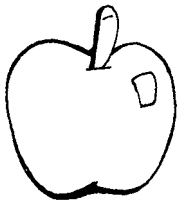
Name _____

Say each picture name. Then write an **a** below the picture if its name begins with the **a** sound.

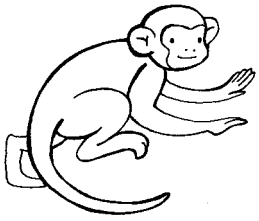


a

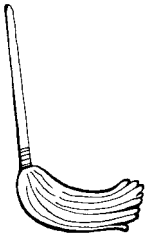




a



a



Trace the word **at**. Then practice writing the word **at**.

Trace the word **an**. Then practice writing the word **an**.

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We see the .

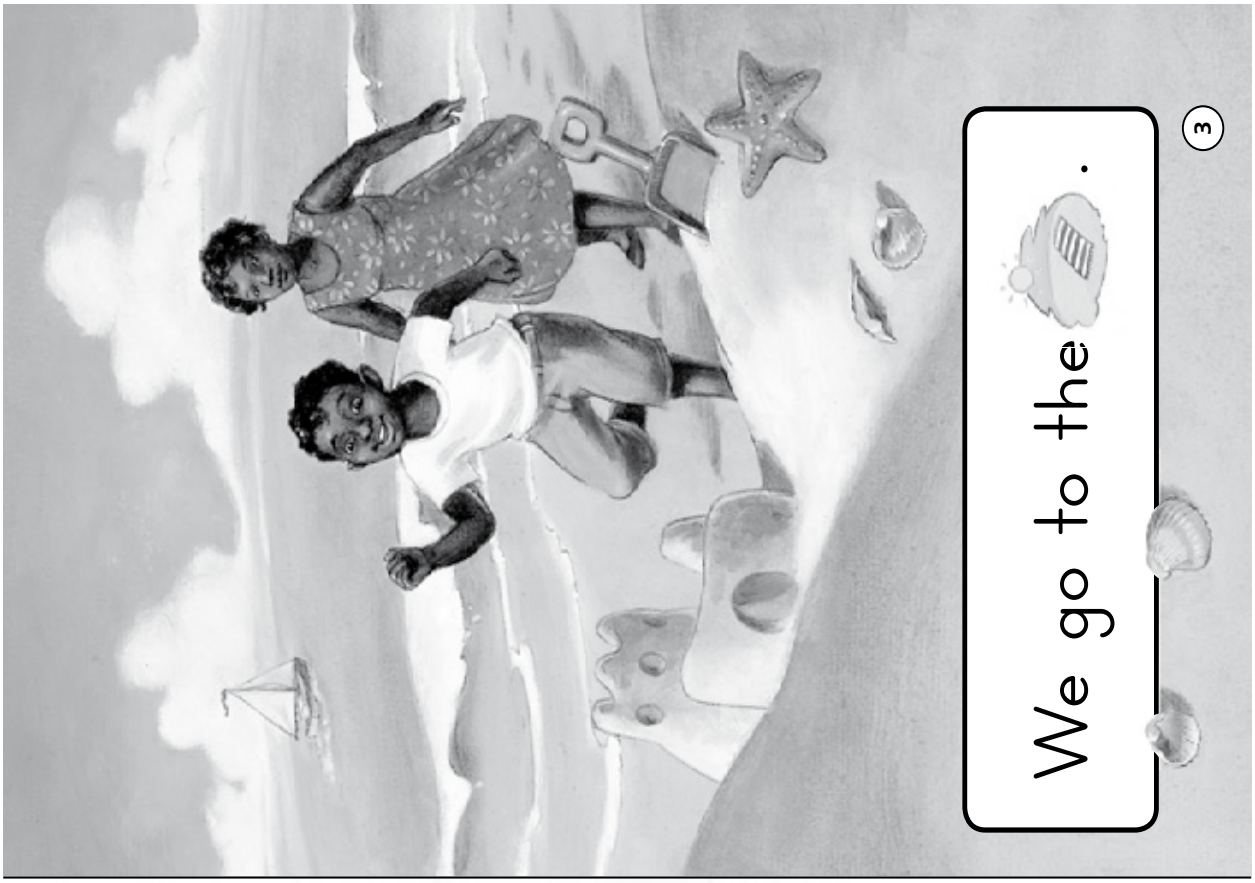
High-Frequency Words:
we, go, to, the, see

We Like to Go

We go to the .

© Macmillan/McGraw-Hill

CA **R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).



We go to the .

3

We see the .

2

© Macmillan/McGraw-Hill

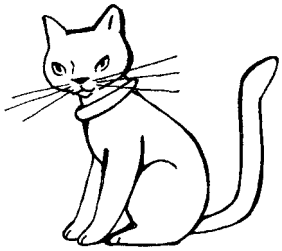
CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).

Name _____

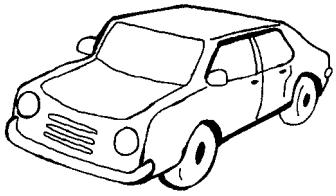
Say each picture name. Then write a **c** or **n** below the picture if its name begins with the **c** or **n** sound.

n

n



c



c

n

c

Write an **a** to complete the words. Then read them.

c a t

m a n

c a n

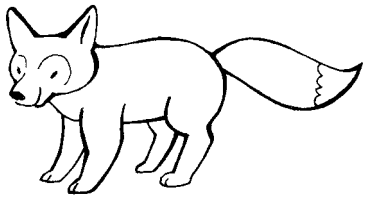
m a p

© Macmillan/McGraw-Hill

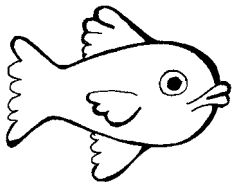
Name _____

Say each picture name. Then write **f** or **h** below the picture if its name begins with the **f** or **h** sound.

h

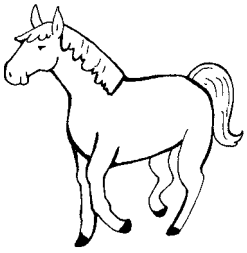


f



f

f



h

h

Trace the word **if**. Then practice writing the word **if**.

if

Write an **f** or **h** to complete the word.

h at

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He is

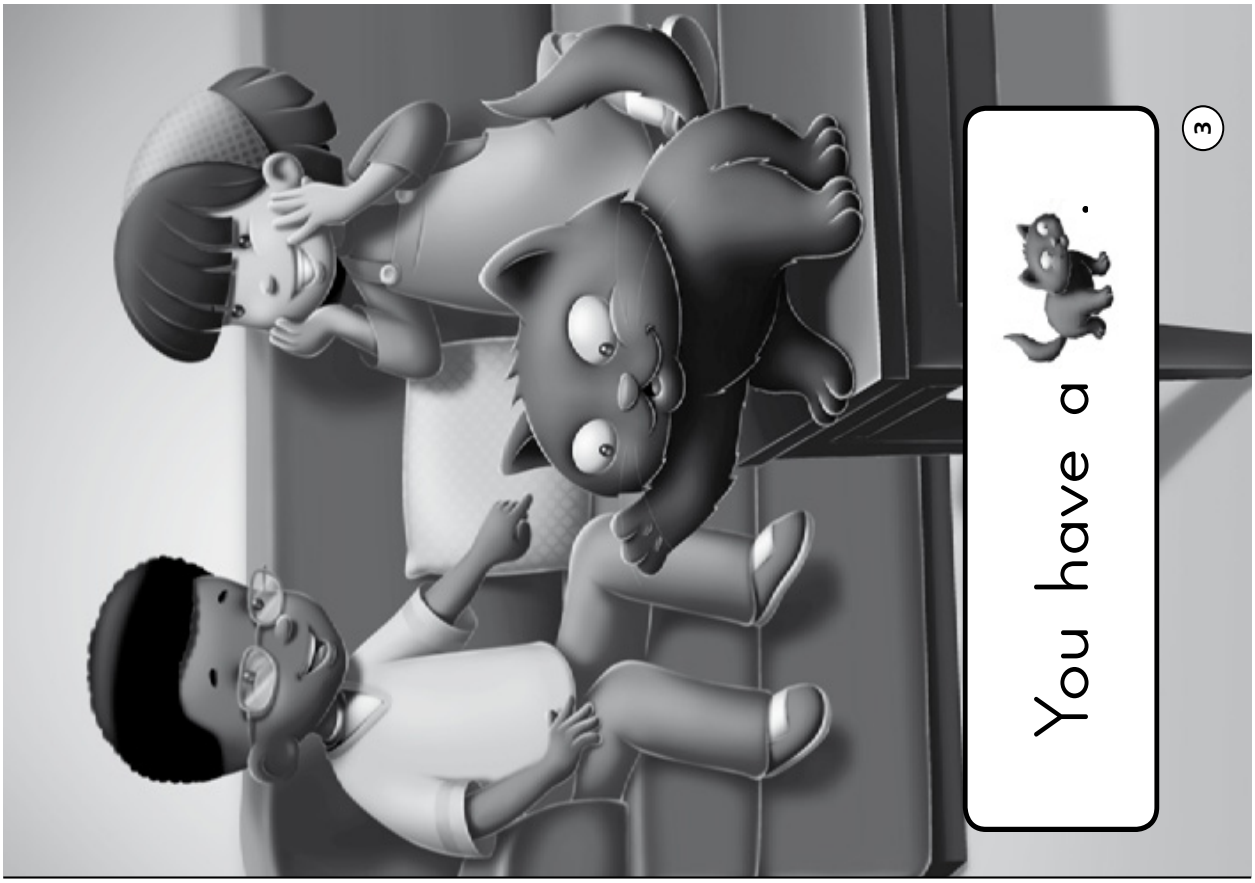
.

High-Frequency Words:
you, is, have

I have a
.

© Macmillan/McGraw-Hill

CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).



You have a .

3

He is

.

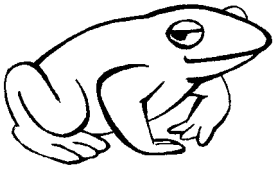
2

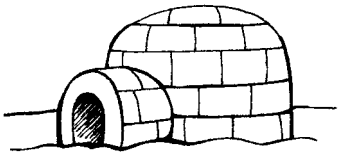
© Macmillan/McGraw-Hill

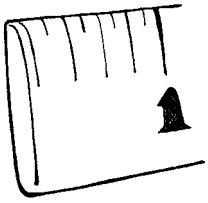
CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).

Name _____

Say each picture name. Then write an **i** below the picture if its name begins with the **i** sound.

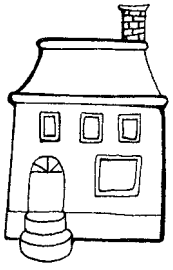


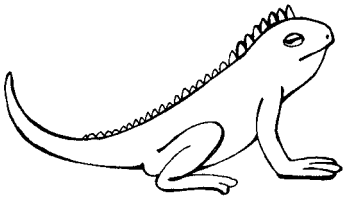


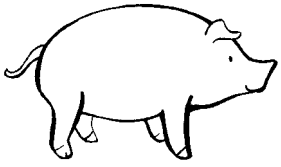


i

i







i

Trace the word **in**. Then practice writing the word **in**.

in

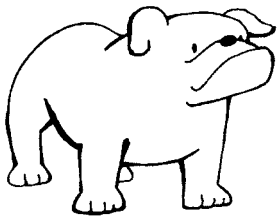
Trace the word **it**. Then practice writing the word **it**.

it

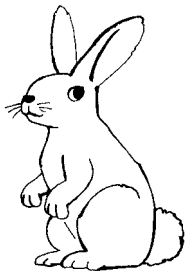
© Macmillan/McGraw-Hill

Name _____

Say each picture name. Then write a **d** or **r** below the picture if its name begins with the **d** or **r** sound.

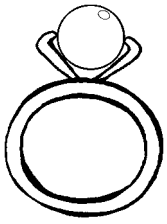


d

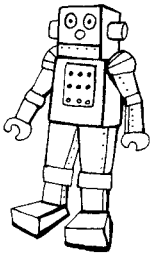


r

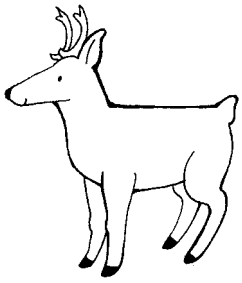
d



r



r



d

Write **r** to complete the words. Then read the words.

r at

r an

Write **d** to complete the words. Then read the words.

d ad

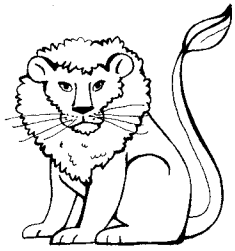
d id

© Macmillan/McGraw-Hill

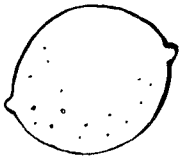
Name _____

Say each picture name. Then write a **b** or **l** below the picture if its name begins with the **b** or **l** sound.

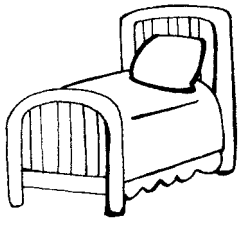
l



l

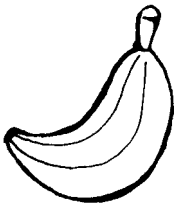


l



b

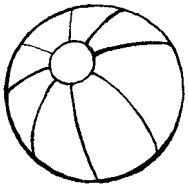
l



b

Write **b** or **l** to complete the words.

b all



l ips

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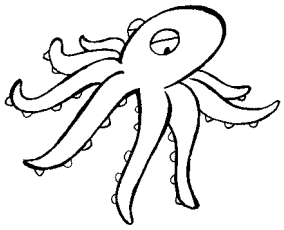
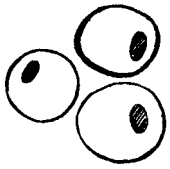
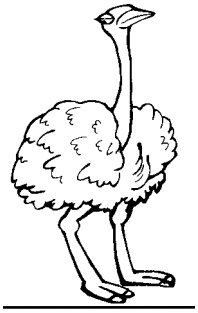
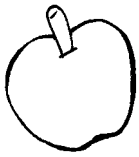
Name _____

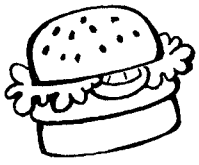
Say each picture name. Then write an **o** below the picture if its name begins with the **o** sound.





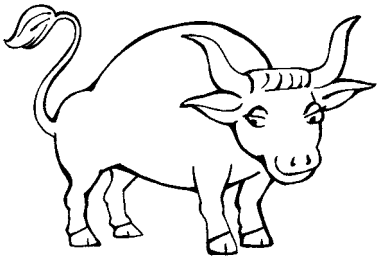






Trace the word **on**. Then practice writing the word **on**.

Write an **o** to complete the word.



_____ X

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We can play .

High-Frequency Words:
she, he, said, play

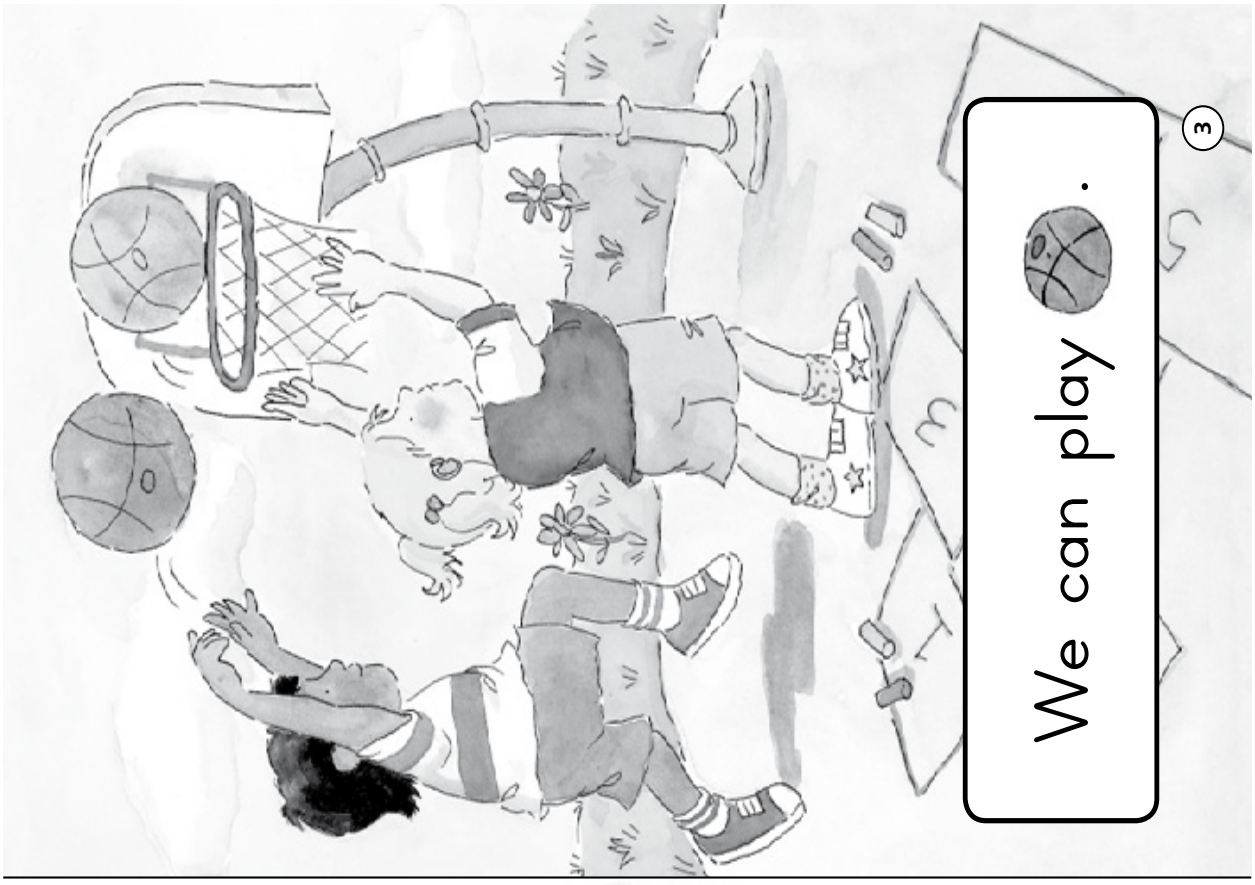
4

© Macmillan/McGraw-Hill

CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).

She said, "I can .

2



We can play .

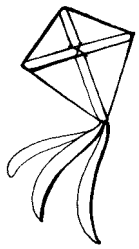
3

© Macmillan/McGraw-Hill

CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).

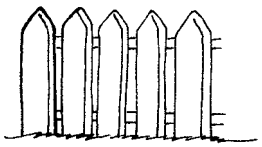
Name _____

Say each picture name. Then write a **k** below the picture if its name begins with the **k** sound.



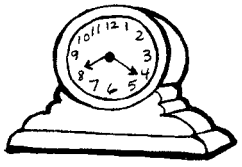
k

k



Say each picture name. Then write a **ck** below the picture if its name ends with the **k** sound.

ck



ck

Use 2 letters to make new words.

ki _____

si _____

Use I letter to make new words.

_____ ick

_____ ick

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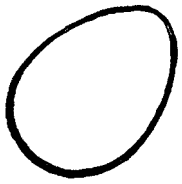
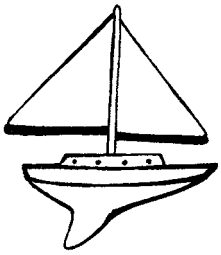
Name _____

Say each picture name. Then write an **e** below the picture if its name begins with the **e** sound.

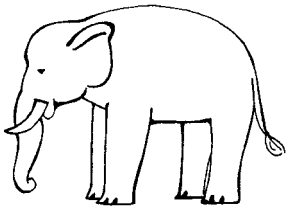


_____

e

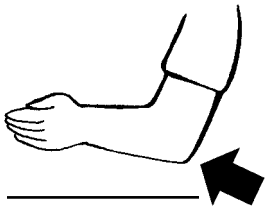


_____



_____

e

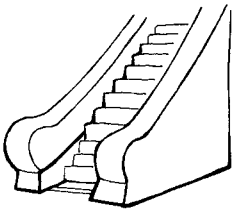


_____

e

_____

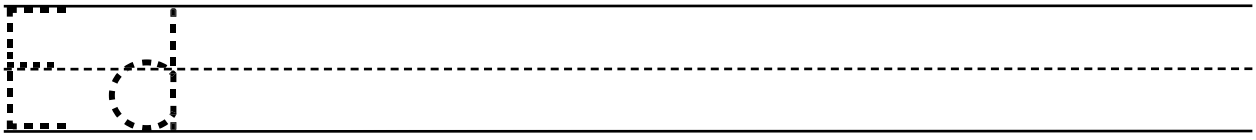
e



_____

e

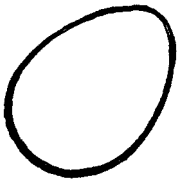
Trace the word **Ed**. Then, practice writing the word **Ed**.



Write an **e** to complete the word. Then read it.

_____

e gg



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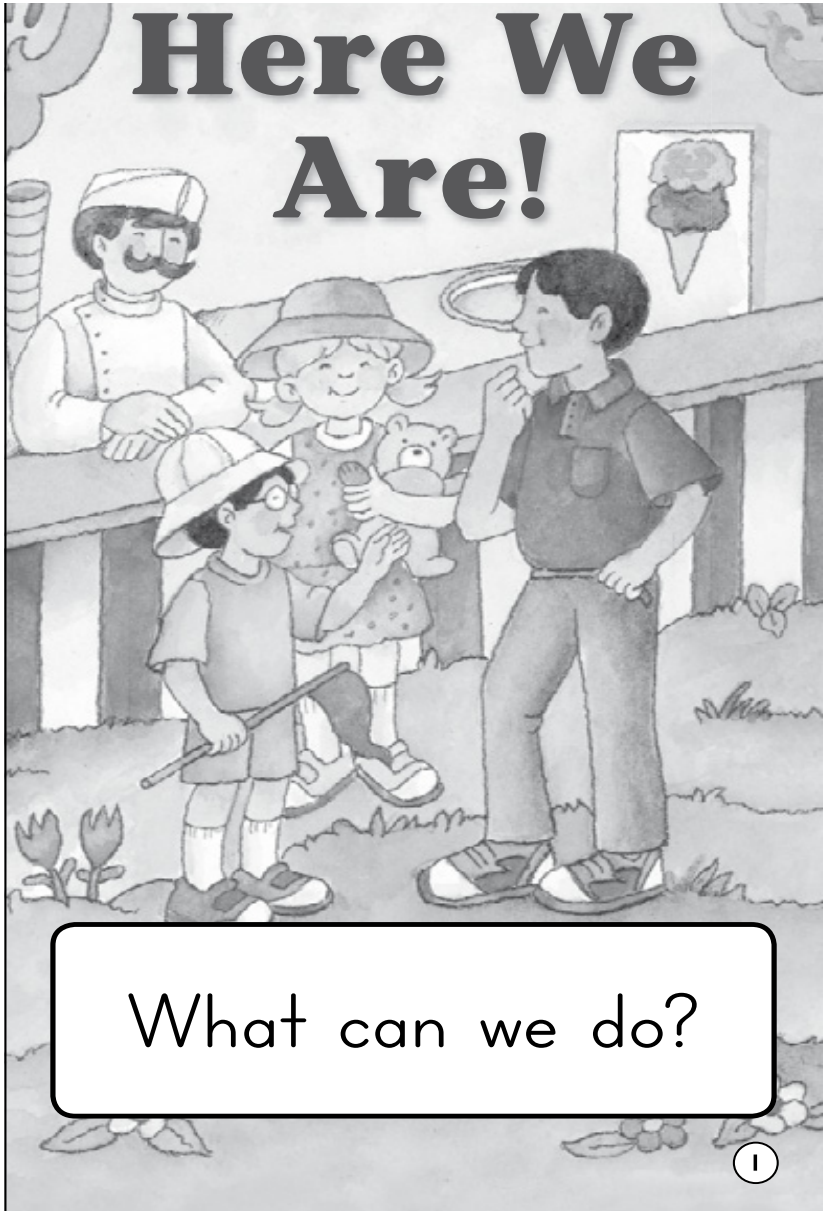
We like the .

High-Frequency Words:
here, are, what, do, have, is, for

Here We Are!



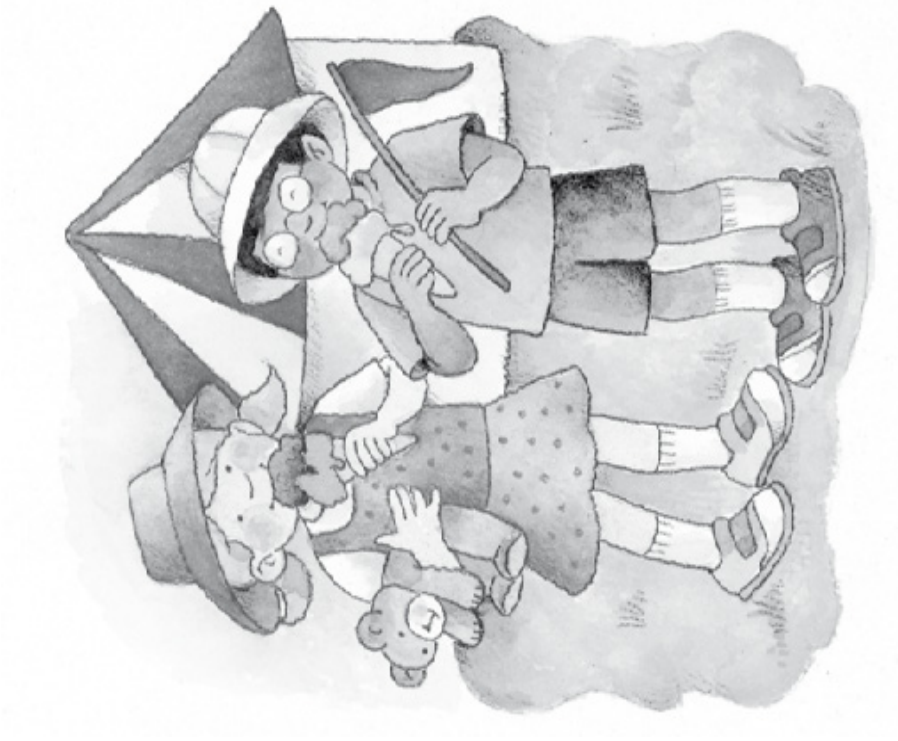
What can we do?

© Macmillan/McGraw-Hill

CA **R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).

What is this for?

3



We can have .

2

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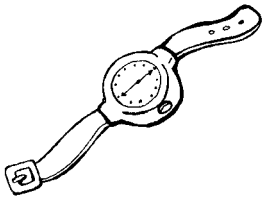
CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).

Name _____

Say each picture name. Then write a **g** or **w** below the picture if its name begins with the **g** or **w** sound.

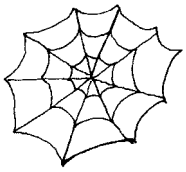
_____

g



_____

w

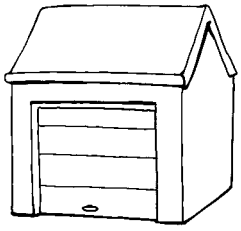


_____

w

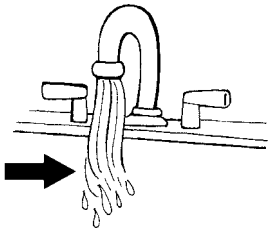
_____

g



_____

g



_____

w

Write **g**, **w**, **s**, or **b** to complete the words. Then read them.

_____

_____ et

_____

_____ et

_____

_____ et

_____

_____ et

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Name _____

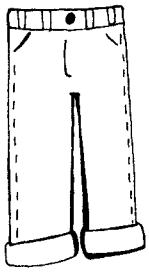
Say each picture name. Then write a **v** or **j** below the picture if its name begins with the **v** or **j** sound.

_____

j

_____

v



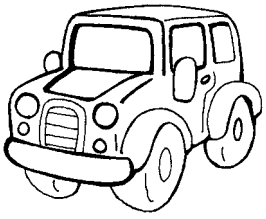
_____

j

Say each picture name. Then write an **x** below the picture if its name ends with the **x** sound.

_____

x



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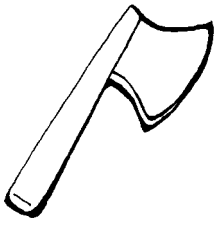


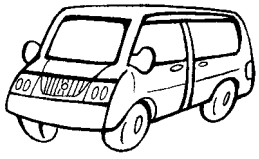
_____

x

Write **v**, **j**, or **x** to complete the words. Then read them.

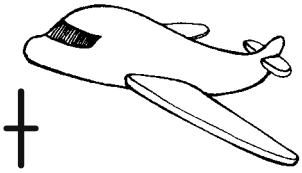
_____

v an



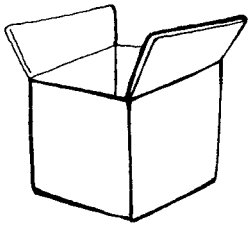
_____

j et



_____

bo x



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She has a .

High-Frequency Words:
do, my, look, is, was, has

Look and See

Do you see my .

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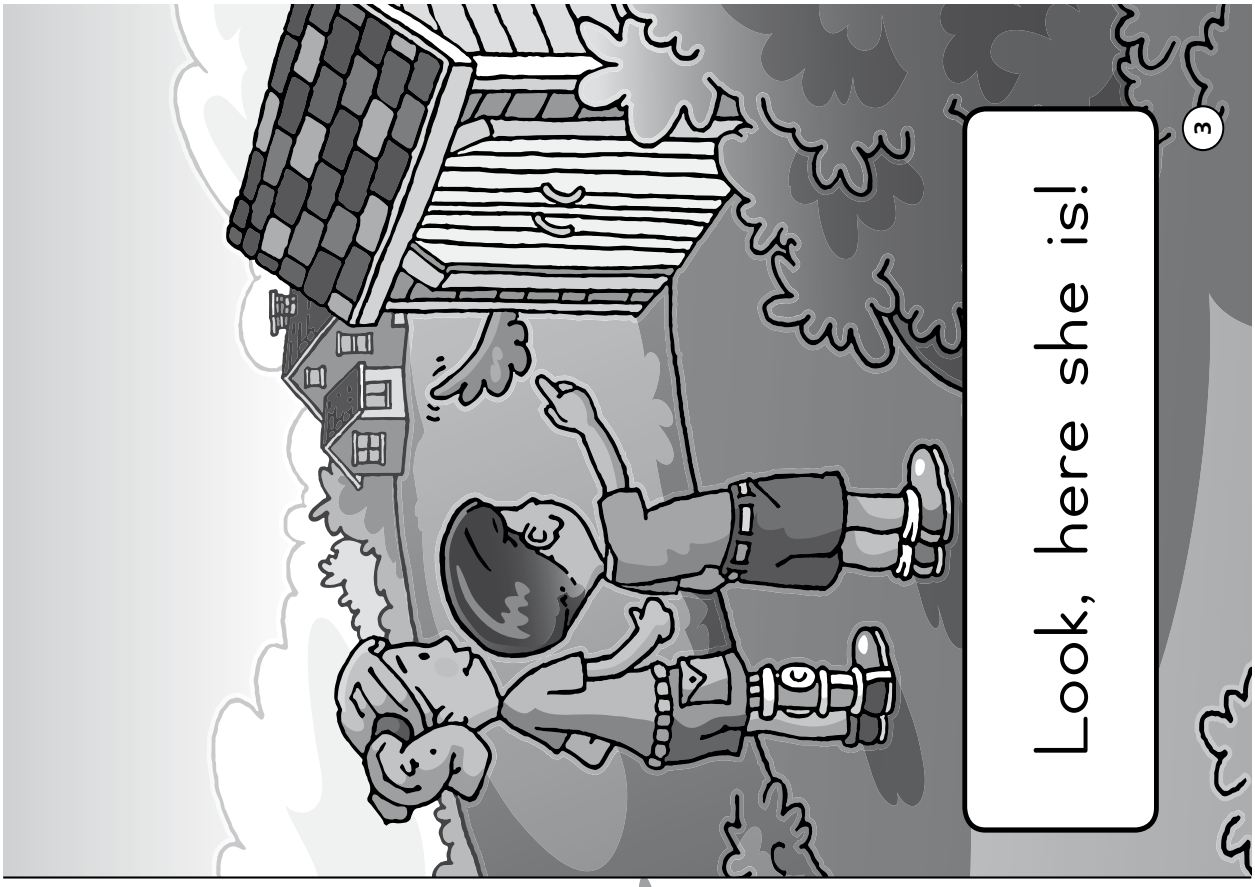
CA **R 1.11** Read common, irregular sight words (e.g., *the, have, said, come, give, of*).

Was my here?

2



Look, here she is!

3

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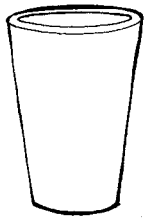
CA **R 1.11** Read common, irregular sight words (e.g., *the*, *have*, *said*, *come*, *give*, *of*).

Name _____

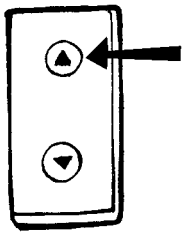
Say each picture name. Then write a **u** below the picture if its name begins with the **u** sound.

_____

u

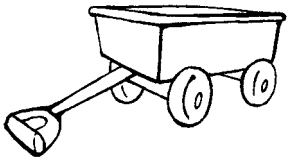


_____

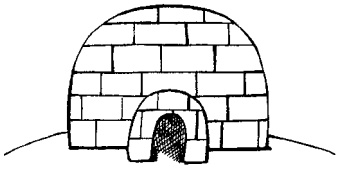


_____

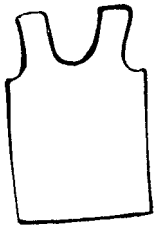
u



_____



_____



_____

u

Trace the word **up**. Then practice writing the word **up**.

_____

up

Trace the word **us**. Then practice writing the word **us**.

_____

us

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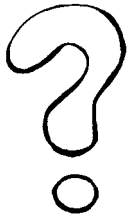
Name _____

Say each picture name. Then write a **q**, **y**, or **z** below the picture if its name begins with the **q**, **y**, or **z** sound.

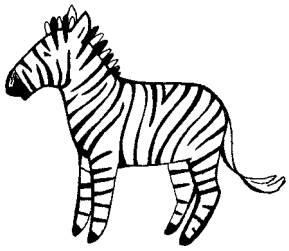
_____

q



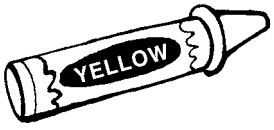
_____

q



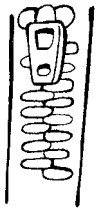
_____

z



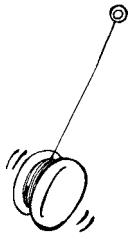
_____

y



_____

z



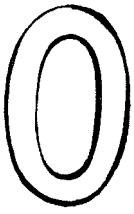
_____

y

Write **q**, **y**, or **z** to complete the words.

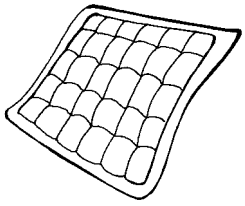
_____

z ero



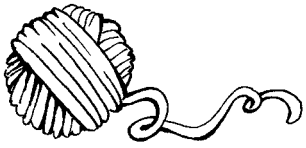
_____

q uilt



_____

y arn



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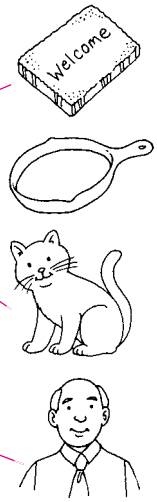
Phonics: Short *a*

Approaching

Look at the picture. The letter **a** stands for the middle sound in **hat**.

Write the letter a to complete each word.
Draw a line from each picture to its name.

1. c a t
2. m a t
3. m a n
4. p a n



On-Level

Read the word. Circle the picture that it names.

1. cat
2. pan
3. man
4. sat
5. fan

6. **Write a sentence using some of the words.**

Possible response: The man and the cat sat by the fan.

Beyond

Read the question. Look at the picture.
Write the answer.

1. Is this a mat or a man? man
2. Is this a cat or a can? cat
3. Is this a rat or a rag? rat
4. Is this a man or a map? map
5. Is this a pal or a pan? pan

Write a sentence using some of the words above.

Possible response provided.
The man and the cat ran.

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Spelling: Short *a*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. man
	2. _____	2. can
	3. _____	3. mat
	4. _____	4. cat
High-Frequency Word	5. _____	5. up

On-Level

man	cat	hat	mat
ran	can	up	not

Write the words that end with an. Order may vary.

1. man 2. ran 3. can

Write the words that end with at.

4. cat 5. hat 6. mat

Write the other words.

7. up 8. not

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. man
	2. _____	2. ran
	3. _____	3. can
	4. _____	4. cat
	5. _____	5. hat
	6. _____	6. mat
	7. _____	7. flat
	8. _____	8. that
High-Frequency Words	9. _____	9. not
	10. _____	10. up

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High-Frequency Words/Vocabulary

Approaching

Write the word that completes each sentence.

up not jump

1. The cat can ___jump___.

2. The cat is ___up___.

3. The cat is ___not___ sad.

On-Level

Complete each sentence.
Use one of the words in the box.

up not jump

1. I can ___jump___.

2. The cat ran ___up___.

3. The cat is ___not___ little.

4. Write your own sentence using a word from the box.

Responses will vary.

Beyond

Use the words in the box to complete the sentence.

up not jump

1. The frog can ___jump___.

2. He can jump ___up___.

3. He can ___not___ fly.

4. Write your own sentence using two words from the box.
Responses will vary.

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Grammar: Sentences

Approaching **On-Level** **Beyond**

A sentence is a group of words that tells a whole idea.

Example: The cat can jump.

Circle the sentences.

1. She sat down.

2. We can jump up.

3. Ran here.

4. Pat can do this.

5. Like to.

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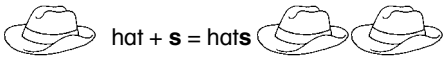
Structural Analysis: Inflectional Ending *-s*

Approaching

You can add **-s** to the end of some words to show more than one thing.



hat + **s** = hat**s**

Use the letters to make new words.
Circle the words that name more than one thing.

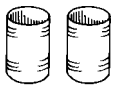
m	c	p	r	b

1.

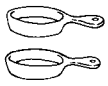
___ / m at

2.
___ / m an

3.
___ / c ats

4. 
___ / c ans

5.
___ / r at

6. 
___ / p ans

7.
___ / b ats

8.
___ / r an

On-Level

Circle the word that names each picture.
Then write the word.

1.
(cat) cats
___ / cat

2.
(man) map
___ / man

3.
pan (pans)
___ / pans

4.
rats (rat)
___ / rat

5.
(mat) mats
___ / mat

6.
can (cans)
___ / cans

7.
(fans) fan
___ / fans

8.
hat (hats)
___ / hats

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Beyond

Use the letters in the box to make words.
You can use each letter more than once.

c m p b r f

1. c,p,f ans
2. c,m,b,p,r ats
3. c,m aps
4. c,p,f ans
5. c,m,b,p,r ats
6. c,m aps

Draw a picture of three of the words.

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Spelling: Short *a*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. himm
● B. him
○ C. hym

1. ○ A. mann
○ B. maan
● C. man

2. ○ A. cann
○ B. kan
● C. can

3. ● A. mat
○ B. matt
○ C. maat

4. ○ A. catt
● B. cat
○ C. kat

5. ○ A. hup
● B. up
○ C. upp

On-Level

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. mann
● B. man
○ C. maan

1. ● A. cat
○ B. kat
○ C. catt

2. ○ A. haat
○ B. het
● C. hat

3. ○ A. mot
● B. mat
○ C. matt

4. ● A. ran
○ B. raan
○ C. rann

5. ● A. can
○ B. caan
○ C. kan

6. ○ A. upp
● B. up
○ C. upt

7. ○ A. ont
○ B. nott
● C. not

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. hat
○ B. hatt
○ C. haet

1. ○ A. mann
○ B. mahn
● C. man

2. ○ A. cann
○ B. caan
● C. can

3. ● A. ran
○ B. rahn
○ C. ren

4. ○ A. matt
● B. mat
○ C. maat

5. ○ A. catt
● B. cat
○ C. katt

6. ○ A. flatt
○ B. falt
● C. flat

7. ● A. that
○ B. taht
○ C. thatt

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Comprehension: Character Chart

Approaching **On-Level** **Beyond**

As you read Pam and Sam, fill in the Character Chart.

Pam Can	Sam Can
play run jump	play run fly

How does the Character Chart help you remember the beginning, middle, and end of Pam and Sam?

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Comprehension: Character and Setting

Approaching

The **characters** are the people or animals in a story.

Circle each picture that could be a character in a story.

1.
2.
3.
4.
5.
6.

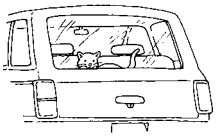
Make up a character. Then draw it.

On-Level

Look at the pictures. Read the story.

Nat is a cat.
Nat can go up.
Nat can go down.
Pam and Sam look for Nat.
Pam is sad.
Where is Nat?

Write T if the sentence is true.
Write F if the sentence is false.



1. Nat is a cat. T
2. Nat can go up and down. T
3. Pam is sad. T
4. Nat is in the . F
5. Nat is in the . T

Beyond

Read the story.
Think about the cat and the girl.
Finish the story.

Pam is a girl.
She has a black cat.
The cat likes to jump.
The cat can jump up.
The cat can jump down.

The cat Accept reasonable responses.

Draw a picture to illustrate your sentence.

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Grammar: Sentences

Approaching **On-Level** **Beyond**

A sentence is a group of words that tells a whole idea.

Every sentence begins with a capital letter.

Write each sentence correctly.

1. we can nap here.

   We can nap here.

2. she ran and ran.

   She ran and ran.

3. sam said to go up.

   Sam said to go up.

4. do not jump.

   Do not jump.

Add words to make this a sentence.

5. nan has

   Answers will vary.

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Fluency: Echo Read: Intonation

Approaching

Read the words and sentence below.

mat

can

cat

hat

jump

A cat can jump.

Draw a picture of the sentence.

On-Level

As I read, I will pay attention to the intonation.

"I can jump," said Pat. "I can jump up
09 and down."
11 "I can jump," said Sam. "I can jump up
20 and down."
22 "I can jump, too!" said Cam. "I can
30 jump up and down."
34 "I can not jump," said Dan.
40 "I can tap!" said Dan. 45

Comprehension Check

1. What can Pat, Sam, and Cam do? **They can jump.**

2. What can Dan do? **Dan can tap.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the intonation.

"That hat can jump!" said Pat.
06 "No! A hat can not jump," said Dan.
14 "Yes. That hat can jump!" said Pat. "Look at it
24 jump up. Look at it jump up."
31 "Look! The hat jumped on the mat," said Pam.
40 "Look! The hat jumped on the rug," said Pat.
49 "Look! Now it jumped on the bed," said Dan.
58 "Look under the hat," said Sam.
64 "The hat is on a little cat.
71 The cat jumps and the hat jumps!" 78

Comprehension Check

1. Where did the hat jump? **It jumped on the mat, on the rug, and on the bed.**

2. Why did the hat jump? **It was on a little cat.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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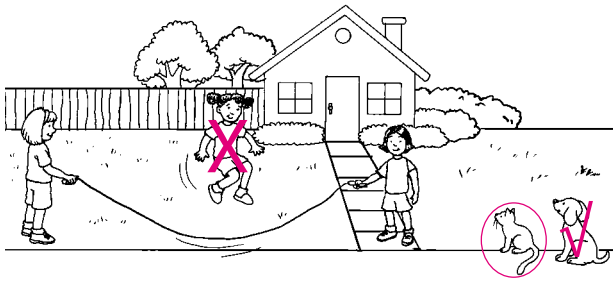
Text Feature: Photographs

Approaching

Photographs are pictures that show people, animals, or things in real life.

Look at the picture.

1. Circle the cat.
2. Put an X on the girl jumping.
3. Put a check mark (√) on the dog.
4. Color the picture to make it look real.



On-Level

Photographs are pictures that show people, animals, and things in real life.

Look at the picture.
Read the sentence that tells about the picture.

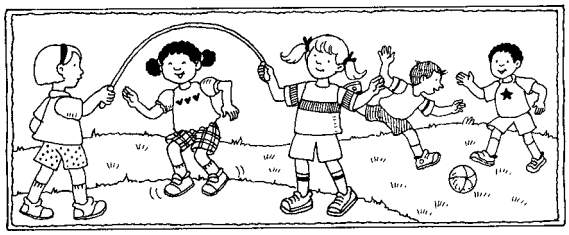
Look! My little cat is here.

Write your own sentence about the picture.

Possible responses: My cat is black. I love my cat.

Beyond

Look at the picture.



Write the things in this picture that could happen in real life.

Possible responses: children playing together; jumping rope; playing ball

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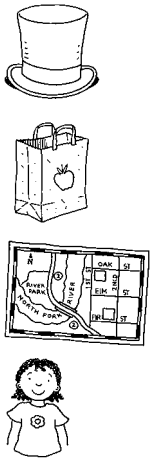
Phonics: Short *a*

Approaching

The letter **a** stands for the middle sound in **man** and **van**.

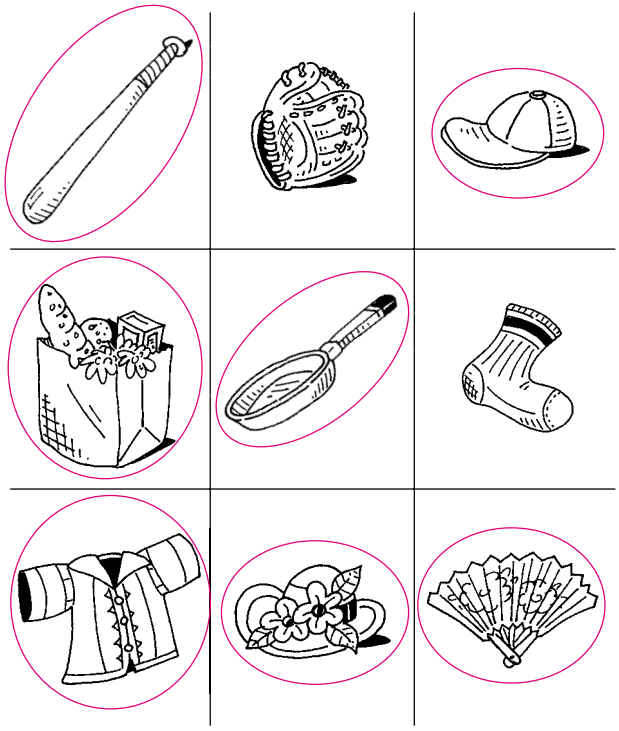
Write the letter a to complete the words.
Draw a line from each picture to its name.

1. m a p
2. h a t
3. P a m
4. b a g



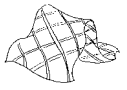
On-Level

Say the name of each picture.
Circle the picture if you hear the sound of short a.



Beyond

Read each question. Look at the picture.
Write the answer to the question.

1. Is this a bag or a bat? bag
2. Is this a map or a man? map
3. Is this a pan or a pat? pan
4. Is this a rag or a ran?  rag
5. Write another word that has the sound of short a. cat

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Spelling: Short *a*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. dad
	2. _____	2. sad
	3. _____	3. nap
	4. _____	4. map
Review Words	5. _____	5. man
	6. _____	6. cat
High-Frequency Word	7. _____	7. it

On-Level

dad	sad	nap	tap	sack
back	man	cat	too	it

Look at the picture. Write the correct word.

Words with **ad**	Words with **ap**	Words with **ack**
1. sad	3. tap	5. back
2. dad	4. nap	6. sack

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. dad
	2. _____	2. sad
	3. _____	3. nap
	4. _____	4. tap
	5. _____	5. sack
	6. _____	6. back
	7. _____	7. track
	8. _____	8. snack
Review Words	9. _____	9. man
	10. _____	10. cat
High-Frequency Words	11. _____	11. it
	12. _____	12. too

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High-Frequency Words/Vocabulary

Approaching

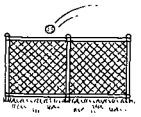
Use a word from the box to complete each sentence.

over | it | too

1. She can bat ___it___.

2. Dan can bat, ___too___.

3. No! It is ___over___ the !



On-Level

Fill in the sentences using the words in the box.

too | It | over

1. ___It___ is in the box.

2. You have fun, ___too___!

3. It is ___over___ us.

Beyond

Complete each row.
Write a word from the box for each one.

over | it | too

1. Can you?

I can, ___too___.

2. Can you?

I can jump ___over___ the hat.

3. Can you?

I can do ___it___!

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Grammar: Word Order

Approaching **On-Level** **Beyond**

The words in a sentence have to be in the right order.

The order has to make sense.

Correct: Sam ran over my cap.

Not correct: ran cap Sam my over.

Circle the sentences that have the words in the right order.

1. Dan jumps over the hat.
2. it We over jump.
3. Pat tags Dan.
4. She plays tag, too.
5. ran Sam here back.

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Structural Analysis: Inflectional Ending -s

Approaching

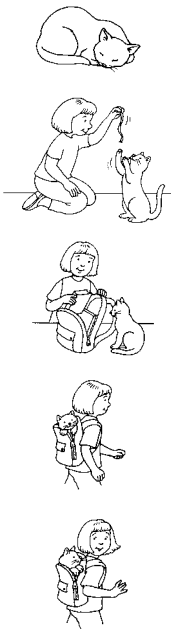
Write the letter a to complete the words.
Then add -s to the end of each word.
Draw a line from each word to its picture.

1. f a n s
2. n a p s
3. t a p s
4. t a g s
5. p a t s

On-Level

Circle the word that completes each sentence.
Then write the word on the line.

1. Sam naps.
   nap (naps)
2. Sam and Pam play.
   (play) plays
3. Pam can pack.
   (pack) packs
4. Pam can go with Sam.
   (can) cans
5. Pam looks at Sam.
   look (looks)



Beyond

Add -s to each action word.
Circle the words with the short a sound.

(nap) s look s (tag) s (pat) s play s jump s

Use words from the box to write two sentences.
Draw pictures to illustrate your sentences.

Possible responses:

1. The cat jumps and plays.
2. She pats the cat.

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Spelling: Short *a*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. lipp
● B. lip
○ C. lipe

1. ○ A. dade
● B. dad
○ C. dadd

2. ○ A. sadd
○ B. sade
● C. sad

3. ○ A. napp
○ B. nappe
● C. nap

4. ● A. it
○ B. itt
○ C. ite

5. ○ A. mape
● B. map
○ C. mapp

On-Level

dad	nap	sad	tap	sack
back	it	too	man	cat

Mark an X on the line next to the word that is spelled correctly.

1. apn ____	nap X	anp ____
2. too X	oto ____	oot ____
3. dda ____	dad X	daa ____
4. cta ____	cat X	tac ____
5. kabc ____	bakc ____	back X

In each row put an X on the word that does not belong. Then write the spelling word.

6. mad	sad	go X	sad
7. tap	see X	rap	tap
8. has X	pack	sack	sack

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. hat
○ B. hatt
○ C. haet

1. ● A. dad
○ B. dadd
○ C. daad

2. ○ A. sadd
● B. sad
○ C. sed

3. ○ A. mapp
● B. nap
○ C. napp

4. ○ A. tapp
○ B. ttap
● C. tap

5. ● A. sack
○ B. sak
○ C. sakc

6. ○ A. backk
● B. back
○ C. bak

7. ○ A. tracke
● B. track
○ C. trak

8. ● A. snack
○ B. snak
○ C. snakk

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Comprehension: Retelling Chart

Approaching **On-Level** **Beyond**

As you read I Can Too!, fill in the Retelling Chart.

First

The boy follows the girl as she hops and claps.

↓

Next

They jump; they tag the tree.

↓

Last

They play in the leaves.

How does the Retelling Chart help you retell I Can Too!?

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Comprehension: Sequence of Events

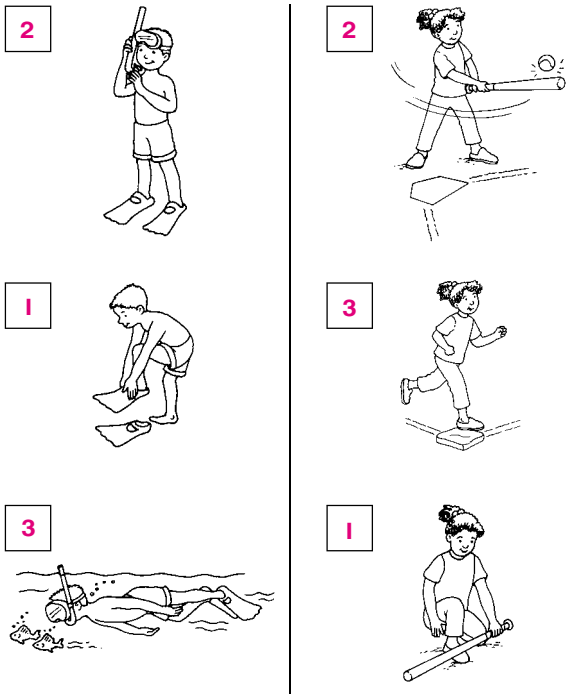
Approaching

Look at the pictures. Write 1, 2, and 3 to show the order in which things happen.

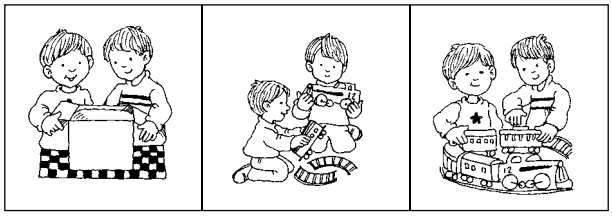
Draw what you think the squirrel will do next.

On-Level

Look at the pictures.
Write 1, 2, and 3 for each column of pictures to show the order in which things happen.



Beyond



Look at the pictures and write a sentence for what happens first, next, and last. You can use words from the box. Possible responses:

train tracks play boys together open

1. First, the boys open the box.
2. Next, the boys put the train together.
3. Last, the boys play with the train.

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Grammar: Word Order

Approaching **On-Level** **Beyond**

The words in a sentence must make sense.
A sentence ends with a period.

Look at the sentences. Write C if a sentence is correct. Fix the others by writing the words in order.

1. not Pam can go.

   Pam can not go.

2. He has the map.

   C

3. The cat sat on it.

   C

4. down jumps She up and.

   She jumps up and down.

5. Sam can see Hal.

   C

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Fluency: Echo Read: Phrasing

Approaching

Read the words and sentence below.

sad

had

nap

back

it

Dad can nap.

Draw a picture of the sentence.

On-Level

As I read, I will pay attention to pauses for sentence punctuation.

"I can not nap," said Rat. "Can you, Cat?"
09 "I can nap," said Cat.
14 "I can not," said Rat. "Can you nap, Bat?"
23 "Nap? Yes, I can nap, too," said Bat.
31 "I can not nap," said Rat. "I can play tag!" 41

Comprehension Check

1. Who could nap? **Cat and Bat can nap.**
2. Who could not nap? **Rat can not nap.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to pauses for sentence punctuation.

"We had fun playing tag," said Jan.
07 "Yes, that was fun," said Dad. "We ran all
16 over the yard."
19 "I tagged you in the back yard," said Jan.
28 "We ran a lot!" said Dad. "Now I will nap."
38 "Do you want to nap with Sam, the cat?"
47 asked Jan.
49 "No, not with Sam," said Dad.
55 "Do you want to nap with Sal, the dog?"
64 asked Jan.
66 "No, not with Sal," said Dad.
72 "Good," said Jan. "I want to nap, too.
80 I'll nap with Sam and Sal." 86

Comprehension Check

1. What did Dad and Jan play? **They played tag.**
2. Who wants to nap with the cat and the dog? **Jan wants to nap with the cat and the dog.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Text Feature: Labels

Approaching

Labels tell about things in a picture.

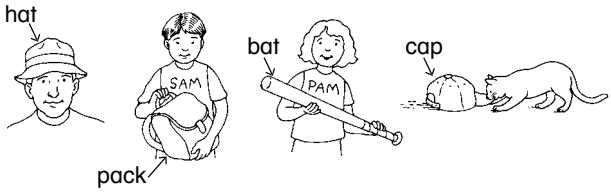
Use the labels to write the names for the pictures.

1. Pat
2. cap
3. cat
4. hat

On-Level

Labels give information about a picture.

Look at the picture. Read the labels.

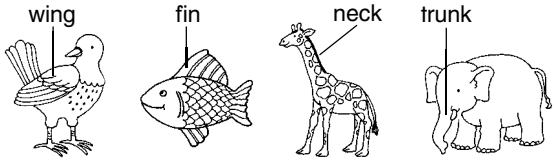


Write the word that completes each sentence.

1. The man has a hat.
2. Pam has a bat.
3. The cat has a cap.
4. Sam has a pack.

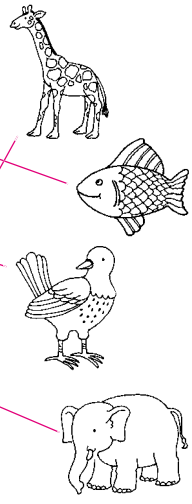
Beyond

Look at the pictures. Read the labels.



Read each question. Draw a line to the answer.

1. Who has a fin?
2. Who has a wing?
3. Who has a trunk?
4. Who has a long neck?



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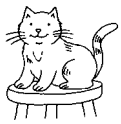
Phonics: Short *i*

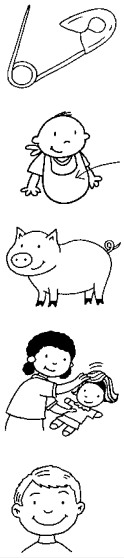
Approaching

The letter **i** stands for the middle sound in **big** and **sit**.



Write the letter i to complete the word.
Draw a line from each picture to its name.

1. p ___i___ g
2. w ___i___ g
3. p ___i___ n
4. k ___i___ d
5. b ___i___ b



On-Level

The letter **i** stands for the middle sound in **big** and **fin.**

Read the words in the box. Then write the word that names each picture.

pig kid pin sit

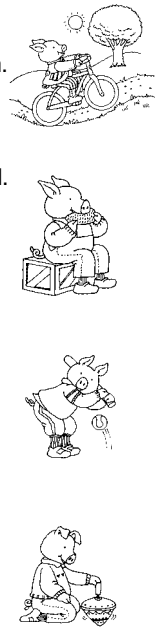
1. ___pin___
2. ___pig___
3. ___kid___
4. ___sit___

Beyond

Look at the pictures. Complete each sentence with a word from the box.

dig big sit pig hit did

1. The ___pig___ can ride up and down.
2. The pig likes to ___dig___ in the mud.
3. He can ___sit___ on a box.
4. He can ___hit___ with a little bat.
5. The pig ___did___ a jig.
6. He can play with a ___big___ top.



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Spelling: Short *i*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. pin
	2. _____	2. win
	3. _____	3. hit
	4. _____	4. sit
Review Words	5. _____	5. sad
	6. _____	6. nap
High-Frequency Word	7. _____	7. be

On-Level

Read the spelling words.

pin	win	hit	sit	miss
kiss	sad	nap	be	run

Order of answers for each pair may vary.

Write the words that end with it.

1. hit 2. sit

Write the words that end with in.

3. pin 4. win

Write the words that end with iss.

5. miss 6. kiss

Write the other words.

7. be 8. run

9. nap 10. sad

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. pin
	2. _____	2. win
	3. _____	3. hit
	4. _____	4. sit
	5. _____	5. miss
	6. _____	6. kiss
	7. _____	7. spin
	8. _____	8. skin
Review Words	9. _____	9. sad
	10. _____	10. nap
High-Frequency Words	11. _____	11. be
	12. _____	12. run

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High-Frequency Words/Vocabulary

Approaching

Read the words in the box.

run be ride

Circle the word that completes each sentence. Then write the word on the line.

1. Sam can ____run____ up and down.
   ride (run)

2. Pam and I ____ride____ here.
   (ride) be

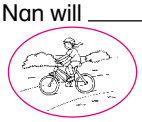
3. He can ____be____ my pet.
   run (be)

On-Level

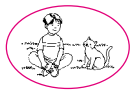
Write the word from the box that completes each sentence. Circle the picture that goes with the sentence.

be ride run

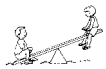
1. Nan will ____ride____ here.



2. My cat can ____be____ here with me.



3. I can ____run____ with Nat.



Beyond

Write a word from the box to complete each sentence.

be ride run

1. Max the cat likes to ____ride____.

2. He can ____run____ to see Sam.

3. Sam and Max ____ride____ up and down.

4. Sam and Max cannot ____be____ sad.

Write another sentence about Max and Sam using words from the box. Answers will vary.

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Grammar: Statements

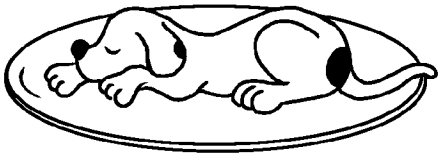
Approaching **On-Level** **Beyond**

A statement tells something.

Example: Wag is little.

Draw a line under the statements.

1. Wag naps and naps.

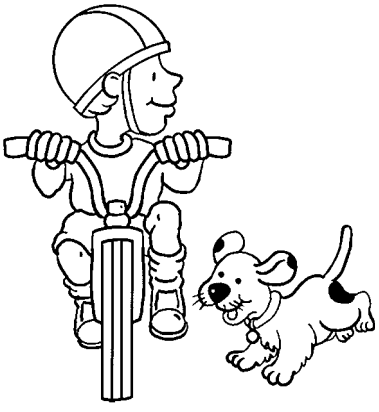


2. Digs too

3. Wag has my cap.

4. He runs to me.

5. Rides



6. Wag and I play.

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Structural Analysis: Double Final Consonants

Approaching

Some words end in the same two consonants.

Bi**ll** mi**tt** pa**ss**

Read each group of words.
Find the word that ends in the same two consonant letters.
Write the word on the line.

1. hill hat ham — hill
2. pen kiss can — kiss
3. bat top Jill — Jill
4. Matt pup cap — Matt

On-Level

Some words end in the same two consonants.

bi**ll** Ja**zz** pa**ss**

Read each sentence.
Underline the word that ends with the same two consonants. Write the word on the line.

1. Matt runs to his little cat. — Matt
2. Pam rides to the hill. — hill
3. I kiss my Dad. — kiss
4. The mitt is on the ride. — mitt

Beyond

ll tt

Use letters from the box to finish the words in each sentence.

1. Bi__ll__ wi__ll__ play with his pup.
2. The pup wi__ll__ play with Bill.
3. Bill and the pup run up the hi__ll__.
4. Bill and Ma__tt__ play with the pup.

Write a sentence about the pup.

Possible response: The pup is happy.

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Spelling: Short *i*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. hitt
○ B. hitte
● C. hit

2. ○ A. winn
○ B. winne
● C. win

3. ● A. pin
○ B. pinne
○ C. pinn

4. ● A. sit
○ B. sitt
○ C. sidt

On-Level

pin	win	hit	sit
miss	kiss	be	run

Find the spelling words in the puzzle. Draw a circle around each word.

a	o	m	i	s	s	r	f	l
g	u	c	e	y	k	w	i	n
s	i	t	o	v	l	j	z	x
j	u	f	p	i	n	m	k	u
y	b	e	k	u	z	l	a	v
f	v	p	c	l	h	i	t	o
k	i	s	s	a	r	f	k	x
u	c	o	l	r	u	n	e	j

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. hitt
○ B. hitte
● C. hit

2. ○ A. winn
○ B. winne
● C. win

3. ● A. pin
○ B. pinne
○ C. pinn

4. ● A. sit
○ B. sitt
○ C. sidt

5. ○ A. skinne
○ B. scinn
● C. skin

6. ● A. spin
○ B. spinn
○ C. sapinn

7. ○ A. kisse
○ B. kis
● C. kiss

8. ● A. miss
○ B. mis
○ C. misse

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Comprehension: Retelling Chart

Approaching **On-Level** **Beyond**

As you read How You Grew, fill in the Retelling Chart.

First

You were a baby.

↓

Next

learned to talk
learned to sit and dig
could eat at table, sing songs

↓

Then

learned to run and ride a bike

↓

Last

became a big person

How does the Retelling Chart help you retell How You Grew?

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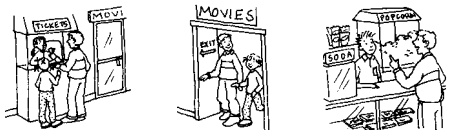
Comprehension: Sequence

Approaching

Look at the pictures. Write 1, 2, and 3 to show what happened first, next, and last.

1. 

___ 1 ___ 3 ___ 2

2.

___ 2 ___ 3 ___ 1

Draw what happens at the end of this story.

On-Level

Look at the story pictures.
Read the sentences about the story.

1. 2. 3. 4.

The ball is down.
My cat and I play ball.
My cat runs down, too.
My cat plays with a ball.

Write the sentences in the correct order on the lines.

1. My cat plays with a ball.
2. The ball is down.
3. My cat runs down, too.
4. My cat and I play ball.

Beyond

1 2 3

Write a story about the cats. Tell what happened First, Next, and Last.

Possible responses:

1. First, the cats play.
2. Next, the cats drink water.
3. Last, the cats nap.

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Grammar: Statements

Approaching **On-Level** **Beyond**

A statement is a sentence that tells something. A statement begins with a capital letter and ends with a period.

Read each pair of statements.

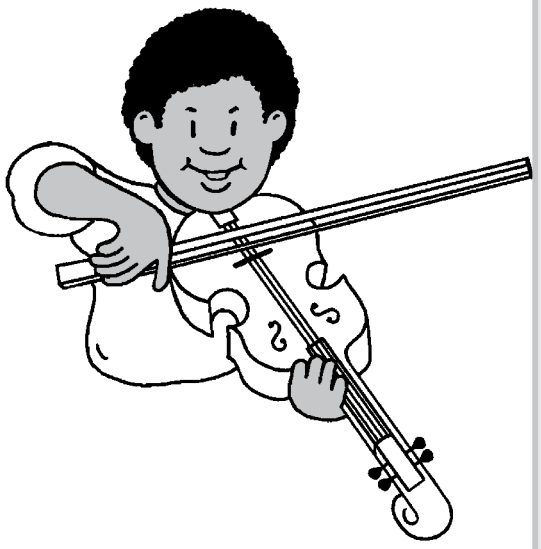
Circle the statement that is correct.

1. She runs and jumps.

We jump, too

2. he sits down

Jack rides with me.



3. My cap is in here.

Pam can not see it

4. Sam can play this.

You can do it

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Fluency: Choral Read: Intonation

Approaching

Read the words and sentence below.

will

pig

dig

his

run

A big pig will dig.

Draw a picture of the sentence.

On-Level

As I read, I will pay attention to the exclamation marks.

Big Max is a big cat. Big Max can sit.
10 Big Max can dig. Dig, Max, dig!
17 He can lick his back, too!
23 Big Max can play and run. Run, Max, run!
32 Big Max will not hit. 37

Comprehension Check

1. What is Big Max? **He is a big cat.**
2. What are two things Big Max can do? **He can sit, dig, lick his back, play, and run.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the exclamation marks.

It was a big day for Billy! He was going to a
12 farm to pick out his own pet pig.
20 Billy and Dad went to a farm. There were six
30 little pigs in a pen.
35 "They all look the same!
40 How will I pick one pig?" said Billy.
48 "Go sit in the pen with the pigs," said his dad.
59 That is what Billy did.
64 Five pink pigs ran in the mud.
71 One little pig sat in Billy's lap.
78 "This will be my pig!" said Billy. "I will name
88 him Will." 90

Comprehension Check

1. How many pigs were in the pen? **There were six pigs.**
2. Which pig did Billy pick? **He picked the one that sat in his lap.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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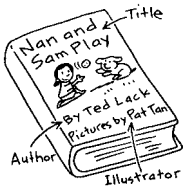
Study Skill: Parts of a Book

Approaching

The **title** of a book is the name of the book.
The **author** of a book writes the story.
The **illustrator** makes the pictures.



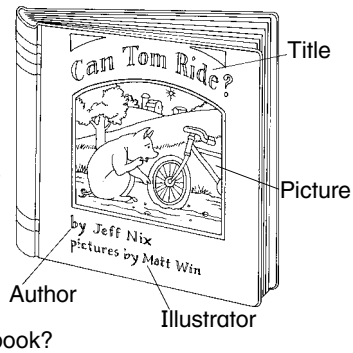
Use the book cover to complete the sentences.

1. The title of the book is Nan and Sam Play.
2. The author of the book is Ted Lack.
3. The illustrator of the book is Pat Tan.
4. The author writes the story.
5. The illustrator makes the pictures.

On-Level

The **title** of a book is the name of the book.
The **author** of a book writes the story.
The **illustrator** makes the pictures.

Look at the book cover. Answer the questions.



1. Who wrote the book? Jeff Nix
2. Who made the picture? Matt Win
3. What is the title of the book? Can Tom Ride?
4. What picture is on the cover? a pig and his bike

Beyond

Use the Table of Contents to answer the questions.

Contents

The Silly Cat	3
The Funny Pig	10
A Trip to the Park	21
A Trip to the Zoo	29
Cat and Pig Are Friends	35

1. How many chapters are in this book? 5
2. On what page does "The Funny Pig" begin? 10
3. Which story begins on page 3? The Silly Cat
4. On what page does a story about a park begin? 21
5. Is the chapter about a zoo near the front of the book or the back of the book? back

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Phonics: / Blends

Approaching

The letters **cl** stand for the sounds at the beginning of **clock**.

Write the letters bl, cl, or fl to complete the words.
Draw a line from each picture to the matching word.

1. cl ip
2. bl ock
3. fl ag
4. bl ack
5. cl ap

On-Level

Blend the first two letters to read each word.

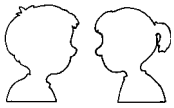
flag **clap** **black** **block** **clip** **clock**

Use the words in the box to name each picture.

1. flag
2. block
3. clip
4. clock
5. black
6. clap

Beyond

Play with a partner.



Choose a word part from each column to make words. Take turns.

Write the words below.

cl	a	b
pl	e	p
bl	i	m
sl	o	nt
fl	u	d
gl		g
		ck

Possible responses:

clap	sled
plant	slip
plum	flip
block	glad

How many words did you make?

You _____

Your partner _____

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Spelling: Words with *l* Blends

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. clap
	2. _____	2. clip
	3. _____	3. flip
	4. _____	4. slip
Review Words	5. _____	5. win
	6. _____	6. sit
High-Frequency Word	7. _____	7. good

On-Level

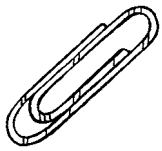
clip	plan	flag	flip	black
slip	win	sit	come	good

Look at the pictures. Combine one word part from each box to make a spelling word.

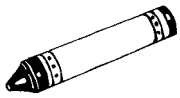
bl	cl	fl

ack	ag	ip

1. flag



2. clip



3. black

4. flip

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. clip
	2. _____	2. flip
	3. _____	3. slip
	4. _____	4. flag
	5. _____	5. black
	6. _____	6. plan
	7. _____	7. glass
	8. _____	8. place
Review Words	9. _____	9. win
	10. _____	10. sit
High-Frequency Words	11. _____	11. come
	12. _____	12. good

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High-Frequency Words/Vocabulary

Approaching

Read the words in the box.

come good pull down

Circle the word that completes each sentence. Then write the word on the line.

1. The cat will ___come___ to Pam.
   come good

2. See the fish flip up and ___down___?
   pull down

3. Will a turtle be a ___good___ pet to have?
   down good

4. The pony can ___pull___ the cart!
   pull come

On-Level

Write the word from the box that completes each sentence. Circle the picture that goes with each sentence.

come good pull down

1. It can ___pull___ a cart.

2. It can swim ___down___ in the pond.

3. She will ___come___ if you call her.

4. He is ___good___ at sleeping.

Beyond

come good pull down

Write a word from the box to complete each sentence.

1. Pam will ___pull___ on the string.

2. The toy is ___down___ on the floor.

3. Sam will ___come___ to chase the toy.

4. A cat is ___good___ to have.

Write another sentence about Pam and Sam using words from the box. **Responses will vary.**

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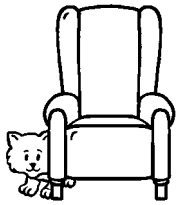
Grammar: Questions and Exclamations

Approaching **On-Level** **Beyond**

A question is a sentence that asks something.

Example: Where is that cat?



A. Write Q next to each question. Do not write anything if the sentence is not a question.

1. Is the cat there? Q
2. The cat is not here. _____
3. Did the cat go up? Q
4. Did the cat come down? Q
5. I did not see that cat. _____
6. Where can it be? Q

B. Write a question on the line.

_____

Questions will vary.

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Structural Analysis: Possessives with ‘s

Approaching

When **’s** is added to a word, it means that something belongs to that person or thing.

Dad**’s** cat

Add ’s to show someone has something.
Draw a line to the picture.

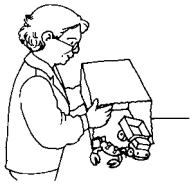
1. Jim’s cat
2. Matt’s pet
3. Brad’s bat
4. Fran’s crib
5. Will’s cap

On-Level

When **’s** is added to a word, it means that something belongs to that person or thing.

Circle the correct word and write it on the line.

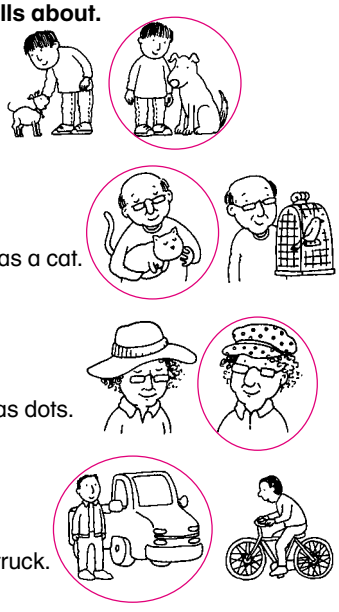
1. This is **Fran’s** pet.
   Fran (Fran’s)
2. This is **Gram’s** bag.
   (Gram’s) Gram
3. This is the **crab’s** trap.
   crab (crab’s)
4. This is **Mr. Tran’s** cat.
   Mr. Tran (Mr. Tran’s)
5. This is **Jim’s** crib.
   (Jim’s) Jim



Beyond

Add ’s to show someone has something.
Circle the picture it tells about.

1. Brad’s pet is big.
2. Fred’s grandpa has a cat.
3. Grandma’s hat has dots.
4. This is Mr. Trip’s truck.



Add ’s to someone’s name to finish the sentence.

5. This is _____ pet dog.

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Spelling: Words with *l* Blends

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. win
- ○ B. swiin
- ○ C. winn

1. ● A. clap
○ B. calp
○ C. clapp

2. ○ A. clipp
○ B. cllip
● C. clip

3. ○ A. fliip
● B. flip
○ C. flipp

4. ● A. slip
○ B. sliip
○ C. slipp

5. ○ A. gode
○ B. godd
● C. good

On-Level

A. Pick a letter from the box to make a spelling word. Then write the word.

o i a d

1. pl a n — plan
2. sl i p — slip
3. fl i p — flip
4. cl i p — clip
5. c o me — come
6. fl a g — flag

B. Circle the two spelling words that are correct. Then write the word. Order may vary.

black bleck gode good bluck

7. black
8. good

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Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- ○ A. flaap
- ● B. flap
- ○ C. falp

1. ● A. plan
○ B. paln
○ C. plaan

2. ○ A. cliip
○ B. cilp
● C. clip

3. ○ A. gass
● B. glass
○ C. glaas

4. ● A. flip
○ B. filp
○ C. fliip

5. ● A. place
○ B. palce
○ C. pacle

6. ○ A. sliip
● B. slip
○ C. slipp

7. ○ A. balck
○ B. blak
● C. black

8. ○ A. flaag
○ B. flagg
● C. flag

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Comprehension: Beginning, Middle, and End Chart

Approaching **On-Level** **Beyond**

As you read Flip, fill in the Beginning, Middle, and End Chart.

Beginning

Possible response: Flip and his owner go to school.

↓

Middle

Possible response: Flip likes class. The kids like Flip. Flip gets into trouble. The teacher gets mad at Flip. Flip has a plan.

↓

End

Possible response: Flip helps the teacher. The teacher likes Flip. She says Flip can come back.

How does the Beginning, Middle, and End Chart help you better understand Flip?

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Comprehension: Plot: Beginning, Middle, End

Approaching

The **plot** is what happens in a story.
The plot has a **beginning**, a **middle**, and an **end**.

Read the story. Then read the sentences.

A Fine Day for Ponies

Two ponies woke up. It was a nice sunny day. The ponies needed a treat. They ate some oats. Then they played in the grass. They jumped, and they ran. The ponies had a fine day.

Write the number of each sentence in the correct box.

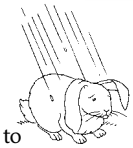
1. The ponies played.
2. The ponies woke up.
3. The ponies ate oats.

Beginning	2
Middle	3
End	1

On-Level

Read the story.

The Baby Bunny



All the baby bunnies were sleeping in their nest. One baby woke up. He planned to have some fun. The bunny left the nest.

What a big place he saw! The bunny hopped and jumped. He had a good time. Then the rain fell. The baby bunny wished he was safe in his cozy nest.

Just then, he saw his mom. She was calling his name. The baby bunny hopped to his mom. They went back home. He was glad.

Read the sentences. Write B for the beginning sentences, M for the middle ones, and E for the end ones.

1. The rain came. M
2. The bunny went home. E
3. The bunny left the nest. B
4. The bunny had a good time. M

Beyond

Randy's New Home

Randy lived on a farm. Then he got a new home in a city. Randy was sad. He would miss the plants and animals.

"The city has plants and animals," said Randy's new pal Billy. "I'll show you." Randy and Billy went for a walk. Randy saw plants in boxes and in parks. Some grew right out of the sidewalk! Randy saw animals, too. He saw bugs, birds, and chipmunks.

Soon Randy was not sad. He liked his new home. His city had lots of plants and animals. He could not wait to see more.

Write what happens in the beginning, middle, and end of the story.

Beginning Randy was sad because he would miss the plants and animals.

Middle Randy saw lots of plants and animals in the city.

End Randy liked his new home.

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Grammar: Questions and Exclamations

Approaching **On-Level** **Beyond**

A question asks something.
A question ends with a question mark.

An exclamation shows strong feelings.
An exclamation ends with an exclamation mark.

Write each sentence correctly. Write C if a sentence is correct.

1. What is on the mat!

   What is on the mat?

2. That is big!

   C

3. Grab the cat quick?

   Grab the cat quick!

4. Can we come in!

   Can we come in?

5. Is this a trap?

   C

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Fluency: Choral Read: Intonation

Approaching

Read the words and sentence below.

black

flip

glad

class

good

A black cat is on the mat.

Draw a picture of the sentence.

On-Level

As I read, I will pay attention to the exclamation marks.

Little Pat sat in his class.
06 He had to pack his bag with caps.
14 "I can not fill my bag!" said Pat.
22 "It has ten cans in it!"
28 Jim had a sack. "Fill my sack with the caps!"
38 Little Pat was glad. 42

Comprehension Check

1. What did Little Pat want to put in his bag? **Caps**
2. Who helped Little Pat? **Jim**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the punctuation marks.

Pat had a backpack. He wanted to pack many caps in it.
12 "I can not put caps in my pack," said Pat.
22 "It is a good pack, but it is very full!"
32 "What is in it?" asked Will.
38 "A toy plane is in it," said Pat.
46 "I can put the plane in my pack," said Will.
56 "A big globe is in it," said Pat.
64 "I can put the globe in my pack," said Sam.
74 "Oh, no! A big black fly is in my pack!" said Pat.
86 "I will not put a big black fly in my pack!"
97 said Will and Sam. 101

Comprehension Check

1. What did Pat want to put in his backpack? **He wanted to put caps in it.**
2. What is one thing that Pat had in his backpack? **Possible answer: He had a toy plane in it.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Text Feature: Lists

Approaching

A **list** is a series of things written in order.

Pets can

1. jump
2. play
3. nap

Write the word that completes the sentence.

1. A dog can play.
2. A cat can nap.
3. A can jump.

On-Level

A **list** is a series of things written in order.

Pets can

1.
2.
3.
4.

Read the question. Draw a line to the answer.

1. What pet likes to nap?
2. What pet can beg?
3. What pet can wag?
4. What pet likes to play?

Beyond

A **list** is a series of things written in order.

Pets	Pets can
1.	beg
	hop
2.	lick
	nap
3.	play
	rub
4.	run
	sit
5.	snack

Write a sentence about what one pet on the list likes to do. **Possible responses provided.**

My pet rabbit likes to hop,

play, run, lick, and nap.

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Phonics: End Blends

Approaching

Words that end with letter blends have the sounds of both letters.

n + t = nt

a **n t**

l i **s t**

si **n k**

Say the word each picture shows.
Write the letter blend at the end of each word.
You can write nd, st, nt, or nk.

1.

s a n d

2.

h a n d

3.

c a s t

4.

i n k

On-Level

Sometimes consonants form a **blend**. You can hear each consonant sound in a **final blend**.

ha**nd** pa**st**

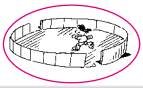
Say the word. Draw a line under the final blend.
Write the final blend on the line. Circle the picture.

1. a n t — nt

2. l i s t — st

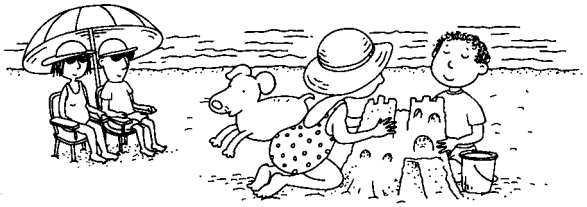
3. b a n d — nd

4. r i n k — nk



Beyond

Read each sentence. Complete each word by writing the missing letter blend. Write nd, st, nt, or nk.



1. Tom and I play in the sa n d.
2. I put on my pi n k hat.
3. We look at an a n t on a rock.
4. We cannot la s t in the sun.
5. Tom and I sa n k down on a mat.

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Spelling: Words with End Blends

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. land
	2. _____	2. sand
	3. _____	3. fast
	4. _____	4. past
Review Words	5. _____	5. flip
	6. _____	6. slip
High-Frequency Word	7. _____	7. very

On-Level

land	sand	fast	past	sink
sing	black	flip	use	very

Use the clues to write a spelling word on the line.

1. starts like **for** + sounds like **last** fast
2. starts like **sip** + sounds like **link** sink
3. starts like **pin** + sounds like **mast** past
4. starts like **sip** + sounds like **hand** sand
5. starts like **flat** + sounds like **sip** flip
6. starts like **last** + sounds like **hand** land

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. land
	2. _____	2. sand
	3. _____	3. fast
	4. _____	4. past
	5. _____	5. sink
	6. _____	6. sing
	7. _____	7. left
	8. _____	8. twist
Review Words	9. _____	9. flip
	10. _____	10. black
High-Frequency Words	11. _____	11. very
	12. _____	12. use

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High-Frequency Words/Vocabulary

Approaching

Circle the word that completes each sentence. Then write the word on the line.

very help use now

1. We can ride ____now____.
   use (now)

2. Pat likes to ____help____ Sam.
   very (help)

3. My dog is ____very____ big.
   (very) use

4. Nat can ____use____ that pen.
   now (use)

On-Level

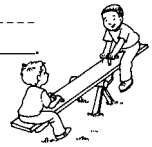
Use a word from the box to complete each sentence.

very help use now

1. Tom can ____help____ Nan ride.

2. Look! What she did is ____very____ good.

3. Sam and Matt go up and down ____now____.



4. Dick and Nan ____use____ the big pan.

Beyond

Look at the pictures. Use the words in the box to fill in the missing words in the story. Make up an ending for the story.

help very Now use

Pig and are ____very____ sad. They need ____help____. What will they do? They will ____use____ the log. Squirrel will ride on top of Pig. ____Now____ Pig and Squirrel will ____go____.

Possible response:

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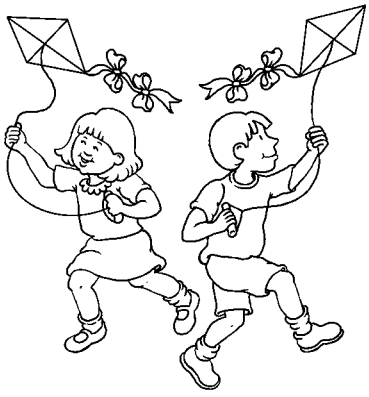
Grammar: Writing Sentences

Approaching **On-Level** **Beyond**

A sentence is a group of words that tells a whole idea. Every sentence begins with a capital letter and ends with a special mark.



Write each sentence correctly.
Begin with a capital letter.
Add the end mark shown in ( ).

1. she can use my help (period)

   She can use my help.

2. where did it land (question mark)

   Where did it land?

3. look at it go up (exclamation mark)

   Look at it go up!

4. the wind will help now (period)

   The wind will help now.

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Structural Analysis: ABC Order

Approaching

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Look at the first letter in each word in a group. Underline the letter. For example: **fast**. Look for the letter in the alphabet. **F** is after **E** and before **G**. In ABC order, **fast** is after **egg** and before **gap**.

Underline the first letter in each word. Look at the alphabet. Circle the word that is first in ABC order.

1. fast past last
2. flip slip clip
3. win pass jump
4. ran kick last
5. run kick pass

On-Level

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The first letter of a word tells you where to put it in ABC order.

Read each set of words. Circle the word that comes last in ABC order.

1. miss kick ran
2. pass go hit
3. jump over run fast
4. land use miss go
5. pass land hit over

Beyond

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Read the words. Look at the first letter. Write the words in ABC order in a sentence.

1. to like win I

   I like to win!

2. Max helps run Babs

   Babs helps Max run.

3. Can now kick Dan

   Can Dan kick now?

4. Tam Bill pass can

   Bill can pass Tam.

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Spelling: Words with End Blends

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. lanned
○ B. lannd
● C. land

2. ○ A. passd
○ B. pasd
● C. past

3. ○ A. sanned
● B. sand
○ C. sandt

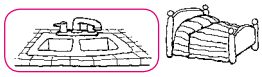
4. ○ A. fassed
● B. fast
○ C. fasd

5. ● A. very
○ B. verry
○ C. verie

On-Level

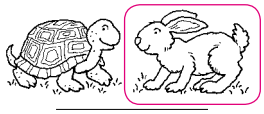
A. Add a part from the box to make a spelling word. Circle the picture that matches the word.

nd st nk lp

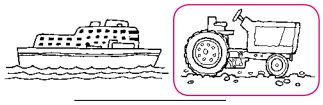


1. si ___nk___

2. sa ___nd___



3. fa ___st___



4. la ___nd___

B. Circle the word that is correct.

5. filp (flip) flipp
6. (black) balck
7. snig sinng (sing)
8. verry (very)

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. lanned
○ B. lannd
● C. land

2. ○ A. passet
○ B. pasd
● C. past

3. ○ A. sanned
● B. sand
○ C. saned

4. ○ A. fassed
● B. fast
○ C. fasd

5. ○ A. sinc
○ B. sinck
● C. sink

6. ● A. very
○ B. verry
○ C. verie

7. ○ A. singg
○ B. seeng
● C. sing

8. ● A. use
○ B. yeuse
○ C. ews

9. ○ A. leffed
● B. left
○ C. lefted

10. ● A. twist
○ B. tiwst
○ C. twyst

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Comprehension: Author's Purpose Chart

Approaching **On-Level** **Beyond**

As you read Soccer, fill in the Author's Purpose Chart.

Clue	Clue
Players run and kick the ball.	only goalie can use hands; players can use other body parts

Author's Purpose

teach about soccer

How does the Author's Purpose Chart help you understand the story Soccer?

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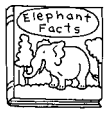
Comprehension: Author's Purpose

Approaching

Some authors write to tell a story. Some authors write to tell about real people or things.



Circle the book that tells about real people or things.

On-Level

Some authors write to tell a story. Some authors write to tell about real people or things.

Read the sentences. Choose the author's purpose.

1. Ben the cat likes to play with a pink ball. Look at Ben run! Look at Ben go!
   - ● tell a story
   - ○ tell about real people or things
2. An ant can walk. A shark can swim. A cat can run. A kangaroo can hop.
   - ○ tell a story
   - ● tell about real people or things
3. Where is the band? The band is not here! "What will we do now?" said Crab. "We will play!" said Ant.
   - ● tell a story
   - ○ tell about real people or things
4. Dogs can jump up and down. Dogs can sit. Dogs can run fast. Dogs can play with you.
   - ○ tell a story
   - ● tell about real people or things

Beyond

Some authors write to tell a story. Some authors write to tell about real people or things.

Look at the book covers and write: <u>tell a story</u> or <u>tell about real people and things</u> to show the author's purpose.

tell about real people and things

tell a story

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Grammar: Writing Sentences

Approaching **On-Level** **Beyond**

Write C if a sentence is correct. If a sentence is not correct, write the letter or letters to tell how you would make it right.

Ⓐ Begin with a capital letter.
Ⓑ Put a special mark at the end.
Ⓒ Do not change.

1. rick jumps on the mat. **A**
2. Will Pam run fast **?** **B**
3. she can go like the wind **! or .** **A, B**
4. Now Sam runs and jumps. **C**
5. did he land in the sand? **A**
6. That was a very good jump! **C**

Go back to the sentences. Circle any letter that should be capital. Put the correct mark at the end.

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Fluency: Choral Read: Phrasing

Approaching

Read the words and sentence below.

sand

ants

fast

sing

help

Six ants sit in the sand.

Draw a picture of the sentence.

On-Level

As I read, I will pay attention to pauses for sentence punctuation.

What can be in a hill of sand?
08 Little, black ants! The ants have a plan.
16 The ants can dig in the sand.
23 Little ants can help, too.
28 Little ants dig down in the sand.
35 Ants do not slip down in the sand.
43 Ants can dig very, very fast. 49

Comprehension Check

1. Where do the ants live? **Ants live in a hill of sand.**
2. What can the ants do? **They can dig in the sand, very fast.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the punctuation.

There are many kinds of ants. Most ants are small, but
11 some ants are one inch long.
17 Most ants are black. There are yellow, green, and
26 purple ants, too.
29 Some ants live in trees. Some ants make nests in sand.
40 Ants are very, very strong! They can lift things
49 that are bigger than they are.
55 Ants help each other. Some ants make nests,
63 some look for food, and some take care of baby ants.
74 Look for ants in a park. They are fun to watch! 85

Comprehension Check

1. What is one color that ants can be? **Possible answer: Ants can be green.**
2. Ants help each other. What is one thing that ants do? **Possible answer: They take care of baby ants.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Literary Element: Rhythmic Patterns

Approaching

Words often rhyme in a poem.
Rhyming words begin with different sounds and end with the same sound. **man** **can**

Say each pair of sentences. Circle the rhyming words. Write the words on the line.

1.
Pam has a fan.
It is very tan.
fan, tan

2.
Where do you see Bill?
Look! He is on that hill.
Bill, hill

3.
Sam can be mad.
Now Sam is bad.
mad, bad

4.
Lin can hit.
Up and down a bit!
hit, bit

On-Level

Words in a poem often **rhyme.** Rhyming words begin with different sounds and end with the same sound.

map **tap**

Read the poem. Write the rhyming words on the line. Circle the same sound in each word.

Where Did the Ball Go?

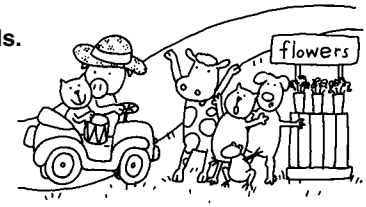
1. Pam can kick.
Now she is very quick.
kick, quick

2. Where will the ball land?
Will it sink in the sand?
land, sand

3. Now it will fall.
It is just a red ball.
fall, ball

Beyond

Read the silly poem.
Add the rhyming words.
Draw a picture about the poem.



Milly's Best Day!

1. Silly Milly has a car.
Silly Milly can go far.

2. She rides and rides all day long.
Milly likes to sing a song.

3. Milly sings to Tom the cat.
When Milly sings, Tom can pat.

4. Milly and Tom like to play.
They will have a silly day.

Possible responses provided.

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Phonics: Short *o*

Approaching

Look at the picture. The letter **o** stands for the middle sound in **pot**.

pot

Write the letter o to complete the word. Then draw a line to the picture that the word names.

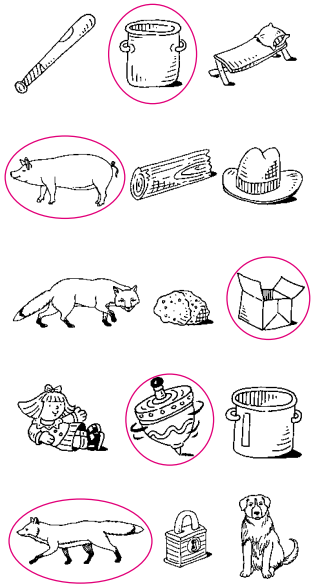
1. h__o__p
2. t__o__p
3. m__o__p
4. l__o__g
5. f__o__x

On-Level

The letter **o** stands for the middle sound in **log**.

Blend the sounds and say the word. Then write the word and circle the picture.

1. p o t — pot
2. h o g — hog
3. b o x — box
4. t o p — top
5. f o x — fox



Beyond

Read the question. Look at the picture. Write the answer.

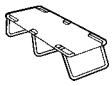
1. Is this a pet or a pot?

pot

2. Is this a map or a mop?

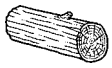
mop

3. Is this a cot or a cat?



cot

4. Is this a leg or a log?



log

5. Is this a sock or a sack?

sock

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Spelling: Words with Short *o*

Approaching

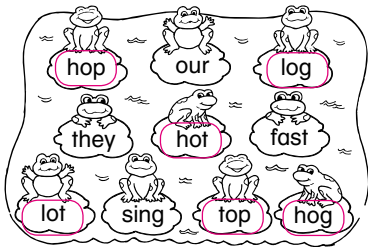
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. hop
	2. _____	2. top
	3. _____	3. hot
	4. _____	4. lot
Review Words	5. _____	5. fast
	6. _____	6. past
High-Frequency Word	7. _____	7. they

On-Level

hop	top	log	hog	hot
lot	fast	sing	our	they

Circle the words that have the short o sound.



Write the words you circled. Order of answers may vary.

1. hop	2. top	3. log
4. hog	5. hot	6. lot

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. hop
	2. _____	2. top
	3. _____	3. log
	4. _____	4. hog
	5. _____	5. hot
	6. _____	6. lot
	7. _____	7. stop
	8. _____	8. frog
Review Words	9. _____	9. fast
	10. _____	10. sing
High-Frequency Words	11. _____	11. our
	12. _____	12. they

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High-Frequency: Words/Vocabulary

Approaching

Write the word that completes each sentence.

her our They two

1. Bob has ___two___ dogs.

2. ___They___ like to dig.

3. The dog has ___our___ ball!

4. She likes ___her___ ball!

On-Level

Write the word that completes each sentence.

Our two her They

1. ___Our___ cat is a mom.

2. The small cat naps with ___her___ mom.

3. This mom has ___two___ dogs.

4. ___They___ play with mom.

Beyond

A. Write words from the box to complete the poem.

two her they One

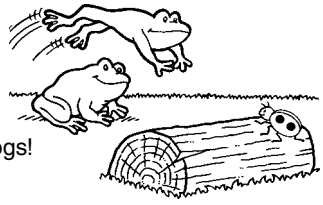
___One___ little bug,

Sits on ___her___ log.

She sees ___two___ frogs!

What do ___they___ say?

"Let's all play!"



B. Use words from the box to write two rhyming sentences.

Possible response:
Look at the two frogs. They jump on the logs.

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Grammar: Nouns

Approaching

A noun is a word that names a person, a place, or a thing.

Say the name of the noun in the picture.

person place thing

Circle the noun in each sentence.

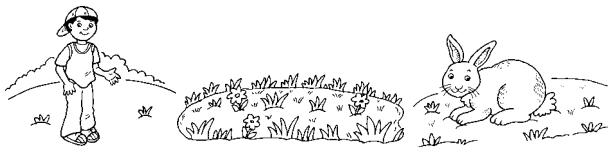
1. Look at the little dog.
2. It sits in the grass.
3. The mom runs over.
4. They see an ant.
5. It digs up sand.
6. What a big hill that is!

On-Level

A noun is a word that names a person, a place, or a thing.

Say the name of the noun in the picture.

person place thing



Circle the noun in each sentence.

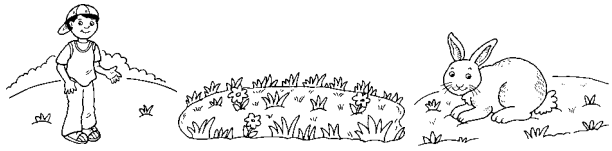
1. Look at the little dog.
2. It sits in the grass.
3. The mom runs over.
4. They see an ant.
5. It digs up sand.
6. What a big hill that is!

Beyond

A noun is a word that names a person, a place, or a thing.

Say the name of the noun in the picture.

person place thing



Circle the noun in each sentence.

1. Look at the little dog.
2. It sits in the grass.
3. The mom runs over.
4. They see an ant.
5. It digs up sand.
6. What a big hill that is!

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Structural Analysis: Inflectional Ending *-ed*

Approaching

You can add **-ed** to some action words to tell what someone or something did.

jump + ed = jumped Tom jumped up.

A. Put the two parts together to make a new word.

1. kick + ed = kicked
2. pick + ed = picked
3. lock + ed = locked

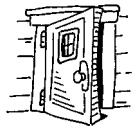
B. Now write the two parts of each word.

4. licked = lick + ed
5. mixed = mix + ed
6. packed = pack + ed

On-Level

You can add **-ed** to some action words to tell what someone or something did. **walk + ed = walked**

Circle the word that completes the sentence. Then write the word.

1. I packed my bag.
   rocked (packed)
2. Dad locked the  .
   (locked) packed
3. Bob picked up the dog.
   (picked) licked
4. The cat jumped up on my lap.
   (jumped) picked
5. Pat kicked the .
   rocked (kicked)

Beyond

Add -ed to each word and complete the sentences.

wash	look	fish	rush
jump	wish	bark	pick

1. Bob looked at the clock.
2. He jumped out of bed.
3. He washed his face and got dressed fast.
4. He picked up his bag.
5. He rushed out the door.

Write a sentence to finish the story.

6. Responses will vary.

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Spelling: Words with Short *o*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1.
- ○ A. hopp
- ○ B. hap
- ● C. hop

2.
- ● A. lot
- ○ B. lott
- ○ C. lat

3.
- ○ A. tep
- ● B. top
- ○ C. topp

4.
- ○ A. hott
- ○ B. hotte
- ● C. hot

5.
- ● A. they
- ○ B. thahy
- ○ C. thay

On-Level

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ○ A. fassed
- ● B. fast
- ○ C. fasd

1.
- ● A. lot
- ○ B. lott
- ○ C. lat

2.
- ○ A. hoog
- ○ B. hig
- ● C. hog

3.
- ○ A. hopp
- ○ B. hap
- ● C. hop

4.
- ○ A. ttop
- ○ B. toop
- ● C. top

5.
- ● A. hot
- ○ B. hott
- ○ C. hoht

6.
- ○ A. loog
- ● B. log
- ○ C. logg

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1.
- ○ A. hopp
- ○ B. hap
- ● C. hop

2.
- ● A. lot
- ○ B. lott
- ○ C. lat

3.
- ○ A. tep
- ● B. top
- ○ C. topp

4.
- ○ A. owr
- ● B. our
- ○ C. arre

5.
- ○ A. hott
- ○ B. hotte
- ● C. hot

6.
- ● A. they
- ○ B. thay
- ○ C. theye

7.
- ● A. log
- ○ B. logg
- ○ C. loge

8.
- ○ A. hoag
- ● B. hog
- ○ C. howg

9.
- ○ A. stopp
- ● B. stop
- ○ C. stoped

10.
- ● A. frog
- ○ B. frogg
- ○ C. frag

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Comprehension: Main Idea and Details Web

Approaching **On-Level** **Beyond**

As you read Animal Moms and Dads, fill in the Main Idea and Details Web.

Detail

The kangaroo carries her baby.

Detail

The leopard licks her baby.

Main Idea

Animal moms and dads do a lot for their babies.

Detail

The baboon picks bugs off his baby.

Detail

Birds build a nest.

How does the Main Idea and Details Web help you retell Animal Moms and Dads?

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Comprehension: Main Idea and Details

Approaching

The **main idea** tells what a picture is about.

Kim has two cats.

Look at the picture. Circle the sentence that tells the main idea.

1.
   It is very hot.
   Bob has a cat.

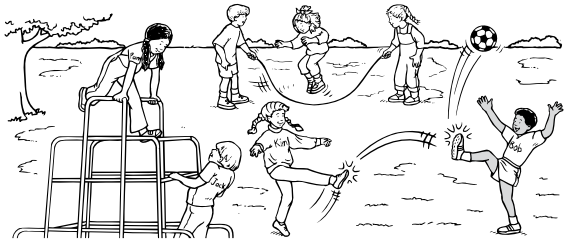
2.
   Nick can play.
   Pam can run fast.

3.
   Sam is sad.
   Min is a big dog.

4.
   The cats play.
   The cats sit.

On-Level

Look at the picture. Circle all the sentences that tell about the picture.



1. The children are eating lunch.
2. Kim and Bob play ball.
3. The children go to school.
4. Pam and Jack climb.
5. The children like to jump rope.
6. The dog wants to play, too.

Write a sentence that tells the main idea of the picture.

Possible response:
The children have fun in the playground.

Beyond

The **main idea** tells what the story is about.

Read the story.

Pat and Pam like to play. They can jump. They can run. They cannot bat. Pat and Pam are cats!

Read each sentence. Does the sentence tell the main idea? Write yes or no.

1. Pat and Pam cannot bat. no
2. Pat and Pam can jump. no
3. Pat and Pam like to play. yes
4. Pat and Pam can run. no

Write the sentence that tells the main idea.

5. Pat and Pam like to play.

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Grammar: Nouns

Approaching

A noun names a person, place, or thing.
Most sentences contain nouns.
Begin every sentence with a capital letter.
End every statement with a period.

Write the statement correctly. Circle the nouns.

1. i see one little cat

   I see one little cat.

2. it can not go over the log

   It can not go over the log.

3. a cat does not jump like a frog

   A cat does not jump like a frog.

4. the mom will help

   The mom will help.

On-Level

A noun names a person, place, or thing.
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Begin every sentence with a capital letter.
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   A cat does not jump like a frog.

4. the mom will help

   The mom will help.

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Fluency: Echo Read: Phrasing

Approaching

Read the words and sentences below.

dog

on

box

our

two

Our dog is on a box.

Two cats jump off a log.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to patterns in the story.

Our dog is Bob. What can a dog do?
09 Bob can flop down on a mat and nap.
18 Our cat is Miss Spot. What can a cat do?
28 Miss Spot can sit and lick her paws.
36 Our two pets are Bob and Miss Spot.
44 What can they do?
48 Miss Spot can hiss at Bob the dog! 56

Comprehension Check

1. What can Bob do?
   Bob can flop on the mat and nap.

2. What can Miss Spot do?
   She can sit and lick her paws and hiss at Bob.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to patterns in the story.

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Comprehension Check

1. What can Bob do?
   Bob can flop on the mat and nap.

2. What can Miss Spot do?
   She can sit and lick her paws and hiss at Bob.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Literary Element: Rhythmic Patterns

Approaching

Rhythmic patterns are sounds and words that repeat to give a poem a beat.

Read the poem.

One little pig,
Sat on a wig,
He did not play,
He did not dig.

Write three words that rhyme in the poem.

1. pig
2. wig
3. dig

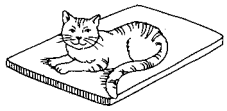
4. Underline three words that repeat in the poem.

On-Level

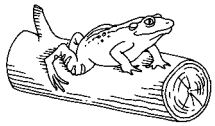
Rhythmic patterns are sounds and words that repeat to give a poem a beat.

Read the poem.

One little cat,
Sat on a mat.
She did not run,
She did not pat.



One little frog,
Sat on a log.
He did not jump,
He did not jog.



1. Write three words that rhyme in the first verse.

cat | mat | pat, sat

2. Write three words that rhyme in the second verse.

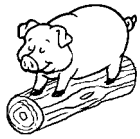
frog | log | jog

3. Underline three words that repeat in the first verse.
4. Underline three words that repeat in the second verse.

Beyond

Read the poem.

One little hog,
Was on a log.
She did not play,
She did not jog.



One little yak,
Sat on a crack.
He did not dance,
He did not quack.

1. Circle 3 words that rhyme in the first verse.
2. Box 3 words that rhyme in the second verse.
3. Underline 3 words that repeat in the first verse.
4. Underline 3 words that repeat in the second verse.
5. Make up another verse. Draw a picture.

Answers will vary.

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Phonics: Short *o*

Approaching

Say the name of the picture.
Listen to the sound the letter **e** stands for in **hen** and **bell**.

Write the letter e to complete each word. Then circle the picture the word names.

1. b__e__d
2. p__e__n
3. j__e__t
4. p__e__t
5. w__e__ll

On-Level

Use the words from the box to name each picture.

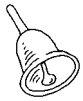
dress net cent leg bed ten

1. net
2. cent
3. bed
4. leg
5. 10 ten
6. dress

Beyond

Circle the word that completes the sentence. Then write the word on the line.

1. She has a bell.
   hat ball (bell)



2. Ted is in a band.
   fish pen (band)

3. The hen sits on a nest.
   net (nest) pan

4. Jen likes her dress.
   (dress) vest bat

5. Ben is in his tent.
   (tent) bed ten

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Spelling: Words with Short *e*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. men
	2. _____	2. hen
	3. _____	3. let
	4. _____	4. get
Review Words	5. _____	5. top
	6. _____	6. lot
High-Frequency Word	7. _____	7. no

On-Level

leg	beg	men	hen	let
get	top	lot	no	some

Complete each spelling word by writing the letter that makes the short e sound.

1. h ___e___ n
2. m ___e___ n
3. b ___e___ g
4. l ___e___ g
5. g ___e___ t
6. l ___e___ t

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. leg
	2. _____	2. beg
	3. _____	3. men
	4. _____	4. hen
	5. _____	5. let
	6. _____	6. get
	7. _____	7. spend
	8. _____	8. sled
Review Words	9. _____	9. top
	10. _____	10. lot
High-Frequency Words	11. _____	11. no
	12. _____	12. some

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High-Frequency: Words/Vocabulary

Approaching

Write the word that completes each sentence.

Who some of no eat

1. Do dogs ___eat___ ?
2. Can I pick ___some___ ?
3. ___Who___ is at the ?
4. The is ___no___ good.
5. Where is the box ___of___ ?

On-Level

Write a word from the box to complete each sentence.

Who some of No eat

1. Did you get ___some___ for me?
2. ___Who___ can get the down?
3. The bag ___of___ is in the box.
4. ___No___, I can not ride a .
5. Can I ___eat___ with you?

Beyond

Fill in the sentences with words from the box.
Draw a line from each sentence to who said it.

Who some of No eat

1. Look at my box ___of___ shells.
2. I like to ___eat___ .
3. ___Who___ said, I sit on my limb?
4. ___No___, thank you.
5. Can I have ___some___ ?

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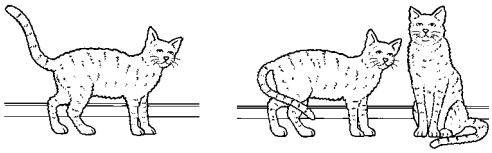
Grammar: Plural Nouns

Approaching

A plural noun names more than one person, place, or thing.
Add **-s** to make most nouns plural.

Example: one **cat** two **cats**



Circle the plural noun in each sentence.

1. Mom has a lot of jobs to do.
2. The kids like to help her.
3. Pam will fix the beds.
4. The dogs have to eat now.
5. Jack does the pots in the sink.
6. Now we can have some eggs.

On-Level

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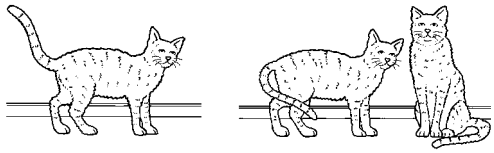

Circle the plural noun in each sentence.

1. Mom has a lot of jobs to do.
2. The kids like to help her.
3. Pam will fix the beds.
4. The dogs have to eat now.
5. Jack does the pots in the sink.
6. Now we can have some eggs.

Beyond

A plural noun names more than one person, place, or thing.
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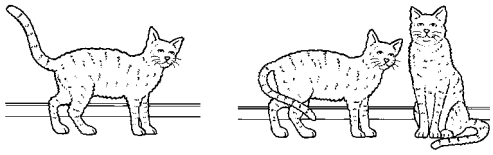
Example: one **cat** two **cats**



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5. Jack does the pots in the sink.
6. Now we can have some eggs.

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Structural Analysis: Contraction

Approaching

A **contraction** is a short form of two words. One or more letters are replaced by an **apostrophe (')**. is + not = **isn't**
The pet **is not** on the bed.
The pet **isn't** on the bed.

didn't can't isn't doesn't

Write the contraction for the underlined words.

1. Ted can not run. can't
2. Jen did not play. didn't
3. Ben is not here. isn't
4. Peg does not have a cat. doesn't

On-Level

A **contraction** is a short form of two words. An **apostrophe (')** takes the place of the missing letters. can + not = **can't**

didn't can't doesn't isn't

A. Write the contractions.

1. does not doesn't
2. did not didn't
3. can not can't
4. is not isn't

B. Write a sentence using a contraction from the box.

Answers will vary.

Beyond

Write a contraction to complete each sentence.

can't isn't didn't doesn't aren't don't

Possible responses:

1. Jen isn't at her desk.
2. Ben doesn't have his backpack.
3. Len and Ted aren't here.
4. Ned didn't go to the play.
5. Greg can't help us.
6. Fred and Jill don't like to eat jam.

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Spelling: Words with Short *e*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. menn
○ B. min
● C. men

2. ○ A. lette
○ B. lett
● C. let

3. ○ A. ged
● B. get
○ C. gat

4. ○ A. henn
○ B. hemn
● C. hen

5. ● A. no
○ B. noo
○ C. nowe

On-Level

A. Mark an X on the line next to the word spelled correctly.

1. enm _____
nme _____
men X
_____

2. leg X
elg _____
gle _____
_____

3. get X
teg _____
egt _____

4. pto _____
top X
otp _____

B. Use a letter from the box to write a spelling word.

n	b	t	m

5. n o

6. so m e

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. menn
○ B. min
● C. men

2. ○ A. ged
● B. get
○ C. gat

3. ● A. beg
○ B. begg
○ C. bagg

4. ○ A. legg
○ B. lig
● C. leg

5. ● A. spend
○ B. spennd
○ C. spenned

6. ○ A. sleed
● B. sled
○ C. sledd

7. ○ A. henn
● B. hen
○ C. han

8. ○ A. lett
○ B. latt
● C. let

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Comprehension: Retelling Chart

Approaching | On-Level | Beyond

As you read Little Red Hen, fill in the Retelling Chart.

Little Red Hen

1. Little Red Hen plants wheat; no one helps.

2. She gets water; no one helps.

3. She cuts wheat; no one helps.

4. She mixes batter; no one helps.

5. She asks for help eating bread; animals want to help.

6. She says no and eats the bread herself.

How does the Retelling Chart help you remember Little Red Hen?

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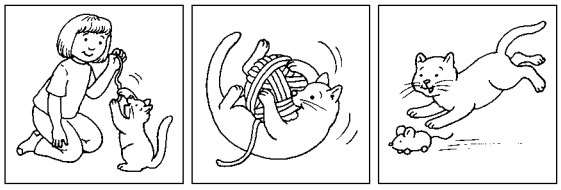
Comprehension: Retell

Approaching

When you **retell** a story, you tell only the important parts.

Look at each picture story. What story does it tell? Underline the sentence that tells only the important parts.



The cat likes to play.
A cat can be a pet.
The cat is little.

A dog can be a pet.
The dog was sick.
The dog likes to run.

On-Level

When you **retell** a story, you tell only the important parts.

Read each story. Write a new sentence that tells only the important parts. Then draw a picture.

The red hen has two eggs.
She sits on the nest.
Now the eggs crack.
The chicks jump down from the nest.

1. Possible response: The hen had two chicks.

Jen has a pet cat.
Greg has a pet dog.
Jen's cat jumps on Greg's dog.
The dog does not run.
Greg's dog licks Jen's cat.

2. Possible response: The dog and the cat are friends.

Beyond

Read the story. Then write two or three sentences that tell important parts of the story.

Greg felt sick. He didn't go to school. He stayed in bed all day. Greg's dog, Max, sat on the end of the bed. Greg's cat, Sam, played with a ball of yarn next to the bed. Greg looked at his favorite book. Then he took a nap. Greg felt better after his nap. His mom was glad he felt well.

Greg stayed home sick from school.

He rested with his pets nearby. Then he felt better.

Draw a picture of what happens in the story.

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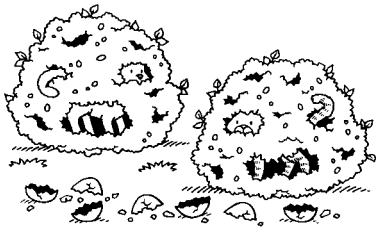
Grammar: Plural Nouns

Approaching

Add **-s** or **-es** to form the plural of most nouns. Begin every sentence with a capital letter. End a question with a question mark.

Find the mistakes. Circle the letters that should be capital. Underline the nouns that should be plural. Add the correct end mark.

1. will you help me up?
2. who fell on all the egg?
3. the two cat jumped on me.
4. where are they now?
5. do you see some little leg over there?
6. what is in the two bush?



On-Level

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2. who fell on all the egg?
3. the two cat jumped on me.
4. where are they now?
5. do you see some little leg over there?
6. what is in the two bush?

Beyond

Add **-s** or **-es** to form the plural of most nouns. Begin every sentence with a capital letter. End a question with a question mark.

Find the mistakes. Circle the letters that should be capital. Underline the nouns that should be plural. Add the correct end mark.

1. will you help me up?
2. who fell on all the egg?
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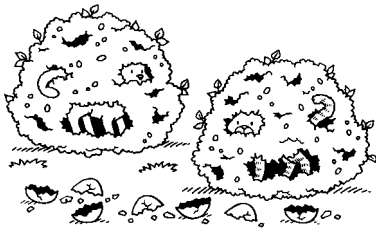

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Fluency: Echo Read: Intonation

Approaching

Read the words and sentences below.

get

ten

hen

eggs

some

We will get some eggs from the hen.

Ten pigs are in the pen.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to intonation in the passage.

Look at the farm. What can you get from a
10 farm?
11 Look at the cows. We get milk from the cows.
21 Who will have some of the milk?
28 Look at the hen. We get eggs from the hen.
38 Who will eat some of the eggs? 45

Comprehension Check

1. What do we get from cows? **We get milk from cows.**
2. What do we get from hens? **We get eggs from hens.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the questions in the passage.

We can get a lot of food from the farm.
10 Can we get eggs from a farm? Yes, we can get eggs from
23 the hens. What color are hens' eggs?
30 Some hens lay white eggs.
35 Some hens lay brown eggs.
40 Can hens lay blue eggs? Some hens lay blue eggs!
50 Can we get milk from a farm? Yes, we can get milk
62 from cows. Did you know that we can get milk
72 from goats, too? Some people think goats' milk
80 is the best kind of milk. 86

Comprehension Check

1. What color eggs do hens lay? **They lay white eggs, brown eggs, and blue eggs.**
2. What animals can milk come from? **Milk comes from cows and goats.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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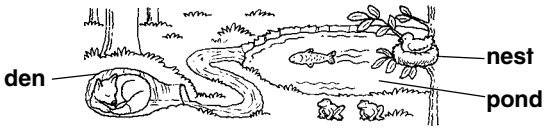
Text Feature: Diagrams

Approaching

A **diagram** is a picture that shows the parts of something.



Circle the word that completes each sentence. Then write the word.

1. Frogs jump in the ___pond___.
   (pond) den

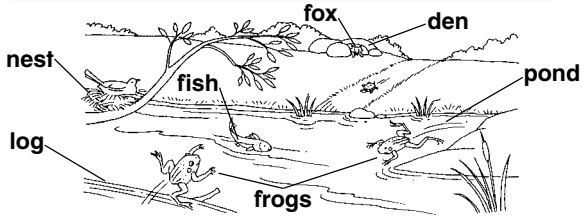
2. The ___nest___ is in the .
   (nest) pond

3. The egg is in the ___nest___.
   (nest) path

4. A fox is in the ___den___.
   pond (den)

On-Level

A **diagram** is a picture that shows the parts of something.



Write a word from the diagram to complete each sentence.

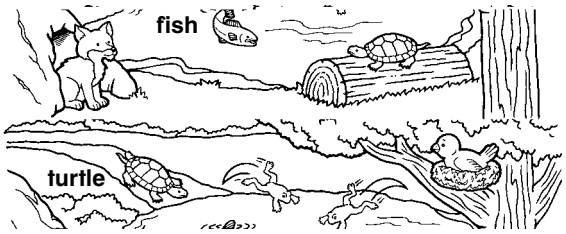
1. Two frogs jump in the ___pond___.

2. The ___nest___ is in the .

3. A fox is in a ___den___.

4. A ___fish, frog___ is in the pond.

Beyond



Pick three different animals from the diagram. Add more labels to the diagram. Write a sentence about where each one lives. **Responses will vary.**

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Phonics: *r*-Blends, *s*-Blends

Approaching

Look at the pictures.
Blend the first two letters to read each word.

crab

grass

spin

snap

Use the blends cr, gr, sn, or sw to complete the words. Draw a line from each word to its picture.

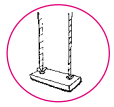
1. sw ing
2. cr ib
3. gr in
4. sn iff

On-Level

Sometimes consonants form a **blend**. You can hear each consonant sound in a **consonant blend**.

Read the word. Write the word.
Circle the picture that it names.

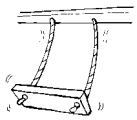
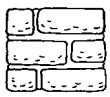
1. g r a s s
   grass
2. t r a c k
   track
3. s w i n g
   swing
4. s n a p
   snap
5. c r i b
   crib



Beyond

Read the words in the box. Circle the letters tr, cr, br, sn, st, or sw. Write the picture names.

crib	snap	swing	track
stamp	crab	bricks	trap

1.
   track
2. 
   swing
3.
   crib
4.
   snap
5.
   stamp
6. 
   bricks

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Phonics: *r*-Blends, *s*-Blends

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. trap
	2. _____	2. trip
	3. _____	3. spin
	4. _____	4. spill
Review Words	5. _____	5. men
	6. _____	6. let
High-Frequency Word	7. _____	7. many

On-Level

spill	spin	grab	grass	trap
trip	men	let	out	many

Read each row of words. Put an X on the word that does not belong.

1. spill	spin	out	
2. men	grab	let	
3. trap	spill	trip	
4. spin	grab	grass	
5. out	let	crab	
6. men	grass	many	

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. spill
	2. _____	2. spin
	3. _____	3. grab
	4. _____	4. grass
	5. _____	5. trap
	6. _____	6. trip
	7. _____	7. stamp
	8. _____	8. branch
Review Words	9. _____	9. men
	10. _____	10. let
High-Frequency Words	11. _____	11. out
	12. _____	12. many

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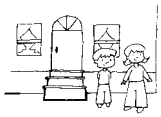
High-Frequency Words/Vocabulary

Approaching

Circle the word that completes the sentence.



1. The kids _____ here.
   live log

2. I go _____ to play.
   the out

3. This is a good _____ for games.
   sat place

4. Here are _____ balls.
   many sit

On-Level

live many out place

Write the word that completes each sentence.

1. Come to our ___place___.

2. We ___live___ here.

3. We have ___many___ pals.

4. We go ___out___ to play.

Beyond

Circle yes or no to answer the question.

1. Can you live in a sock? yes no
2. Can you have many pals? yes no
3. Is a cup a place? yes no
4. Can you go out in a cup? yes no
5. Can you have many hats? yes no
6. Can you live in a tub? yes no
7. Is a wig a place? yes no
8. Make up your own silly question with one of these words: live, place, many, or out.

   _____

   Possible response: Can you live in a fan?

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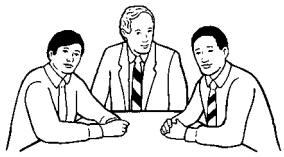
Grammar: Irregular Plural Nouns

Approaching **On-Level** **Beyond**

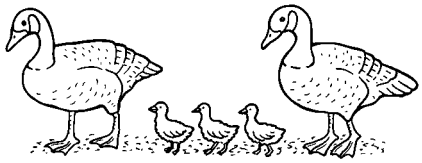
Some plural nouns do not end with **-s** or **-es**. These nouns use a new word to name more than one.

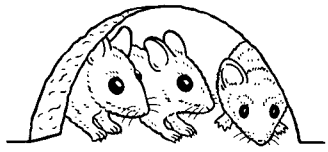
A. Say the nouns and their plurals.

child children man men



goose geese mouse mice





foot feet

B. Circle the plural or plurals in each group.

1. mouse man (geese)
2. (men) foot child
3. goose (children) (feet)
4. man child (mice)

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Structural Analysis: Inflectional Ending: *-ing*

Approaching

You can add **-ing** to some action words.
wash + **ing** = wash**ing**
They are wash**ing** the dog.

Add -ing to each word.
Then write the word in the blank.

1. Seth is thinking of a big dog.
   think
2. We are going on a trip.
   go
3. She is helping her dad look for the cat.
   help
4. I was wishing for a red vest.
   wish

On-Level

You can add **-ing** to some action words.

A. Add -ing to the words in the box.

look looking
jump jumping
play playing
wash washing

B. Complete the sentences with the words you wrote.

1. Beth is washing a big dog.
2. They are looking for a lost cat.
3. I am playing with a little ship.
4. We are jumping up and down.

Beyond

A. Find these five words in the puzzle and circle them: think, fish, rush, play, and go.

p	j	r	e	t
l	f	u	l	g
a	i	s	m	o
y	s	h	u	p
t	h	i	n	k

B. Add -ing to three words from the puzzle. Use each word in a sentence. Possible responses:

1. I like playing soccer.
2. My mother is going to smile.
3. Can we go fishing?

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Phonics: *r*-Blends, *s*-Blends

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. let
- ○ B. lett
- ○ C. leth

1. ○ A. spinn
● B. spin
○ C. psin

2. ○ A. spil
○ B. slipl
● C. spill

3. ● A. trap
○ B. rtpa
○ C. trapp

4. ○ A. trup
○ B. tripp
● C. trip

5. ● A. many
○ B. menny
○ C. manny

On-Level

A. Circle the word in each row that is spelled correctly.

1. otu	outt	(out)
2. (let)	lett	tel
3. meny	menny	(many)

B. Write the spelling words that start with the consonant blend sp.

4. spill spin

Write the spelling words that start with the consonant blend gr.

5. grab grass

Write the spelling words that start with the consonant blend tr.

6. trap trip

In 4–6, order of words may vary.

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ○ A. mena
- ● B. men
- ○ C. menn

1. ○ A. psin
○ B. spinn
● C. spin

2. ○ A. rtap
○ B. trapp
● C. trap

3. ● A. branch
○ B. branh
○ C. rbanch

4. ● A. spill
○ B. spil
○ C. psill

5. ● A. trip
○ B. tripp
○ C. rtip

6. ● A. grass
○ B. gras
○ C. rgass

7. ○ A. rgab
○ B. grabb
● C. grab

8. ○ A. stampp
● B. stamp
○ C. tsamp

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Comprehension: Main Idea and Details Chart

Approaching **On-Level** **Beyond**

As you read On the Map!, fill in the Main Idea and Details Chart. Possible responses provided.

Main Idea
Greg and Stef go to many places in town.

Detail
They go to a red brick school.

Detail
They go to a playground with swings and sand.

Detail
They go to the post office to buy stamps.

How does the information you wrote in this Main Idea and Details Chart help you retell On the Map!?

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Comprehension: Main Idea and Details

Approaching

The **main idea** tells what the story is about.
The **details** tell more about the main idea.

A. Read the story. Then write the sentence that tells the main idea.

A hen has a nest of eggs.
The hen looks at her nest.
She has six little eggs.

A hen has a nest of eggs.

B. Write one sentence that has a detail.

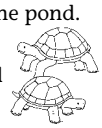
The hen looks at her nest. OR She has six little eggs.

On-Level

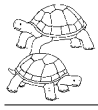
The **main idea** tells what the story is about.
The **details** tell more about the main idea.

A. Write a sentence that tells the main idea.

Frogs live in the pond.

So do fish and  .

Frogs jump in and out of the pond.

 go in and out, too.

Possible response:

Frogs, fish, and turtles live in the pond.

B. Draw a picture to show what else lives in a pond.
Possible responses: plants, ducks, insects

Beyond

A. Look at the pictures and read the story.

The animals live on a farm.
The hen has a nest.
Two eggs are in the nest.
The frogs hop to the nest.
The hen plays with the frogs.
The ducks look at the frogs.
The ducks like the pond.

B. Write the sentence that tells the main idea.

The animals live on a farm.

Write one sentence that gives a detail about the story.

Answers will vary.

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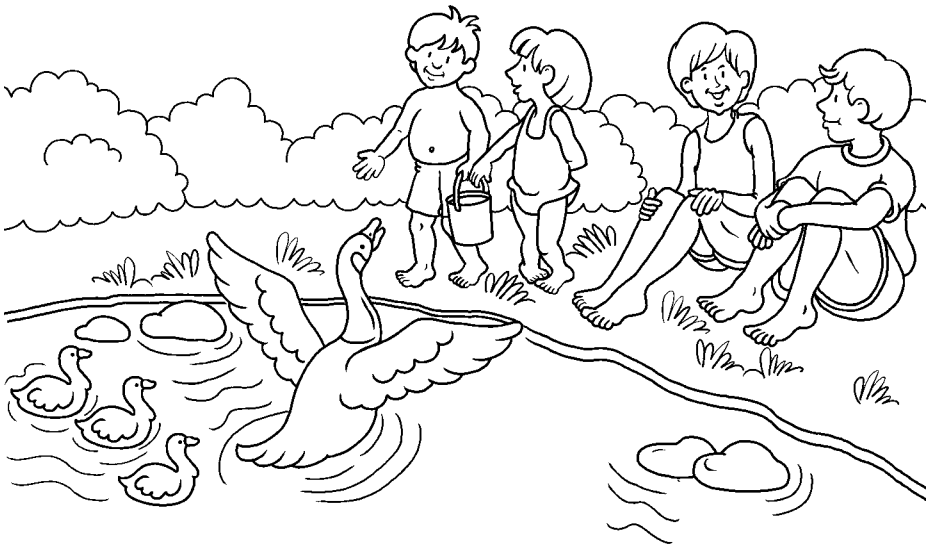
Grammar: Irregular Plural Nouns

Approaching **On-Level** **Beyond**

Remember that some nouns use new words to name more than one. Begin every sentence with a capital letter. End an exclamation with an exclamation point.

Write C if a sentence is correct.
If a sentence is not correct, circle the mistakes.



1. Don't go in there! **C**
2. the gooses will not like it.
3. that goose is very mad now?
4. Childs, get out quick.
5. She can peck with her bill! **C**

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Fluency: Choral Read: Intonation

Approaching

A. Read the words and sentences below.

drag

stick

crab

stop

many

The crab stops in the sand.

The crab drags a stick.

B. Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to questions in the passage.

Brad is a crab. Brad has no hands.
08 A crab has claws! What can Brad do?
16 He likes to do tricks! Brad can grab a stick.
26 What can Brad do with a stick?
33 He can drag it in the sand.
40 He can drag it back!
45 How can Brad grab a stick?
51 His claws go "Snap!" 55

Comprehension Check

1. What is Brad?
   Brad is a crab.

2. What can Brad do with his claws?
   He can grab a stick.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to questions in the passage.

Crab said to Clam, "You are like me.
08 I have a shell and you have a shell."
17 Clam said, "Yes, and we both live near the
26 sea."
27 Crab said, "I have many strong legs.
34 I run very fast. Can you run, too?"
42 "No," said Clam. "I am slow. I do not have
52 legs. But I have one foot.
58 I use it to scoop up sand.
65 I eat plants," said Clam. "What do you eat?"
74 "I eat clams! I scrape them from their shells,"
83 said Crab.
85 "Bye!" yelled Clam. 88

Comprehension Check

1. What is one way that Crab and Clam are alike?
   Possible answer: They have shells.

2. What do crabs eat?
   They eat clams.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Study Skill: Dictionary

Approaching

A **dictionary** gives the meaning of words.

hop to jump on one

ship a big

wash to use

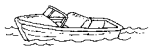
and

Write the word that completes each sentence. You can use a word more than once.

1. She will go on a trip on a big ship.
2. I like to jump and hop.
3. Dan helps wash the dog.
4. He can hop on one leg.

On-Level

A **dictionary** gives the meaning of words.

grand very big
ship a big 
mend to fix
lamb a little

A. Write a dictionary word to complete each sentence.

1. The lamb likes to run and play.
2. The ship is very grand.
3. I have to mend my pants.
4. A ship is too big for a pond.

B. Write a new sentence for one of the words.

5. Answers will vary.

Beyond

A **dictionary** gives the meaning of words.

cash money
champ someone who wins
path a track or trail for walking
think to use your mind

A. Answer each riddle with a word from the dictionary.

1. You use this to buy things. cash
2. Walk on this when you take a hike. path
3. You do this to answer a riddle. think
4. The winner of a tennis match. champ

B. Write a sentence using a word from the dictionary.

5. Sentences will vary.

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Phonics: Short *u*

Approaching

Look at the picture. The letter **u** stands for the middle sound in **bug** and **rug**.

bug rug

Write the letter u to complete the words.
Draw a line from each picture to its name.

1. n u t
2. j u g
3. c u p
4. b u s
5. s u n

On-Level

The letter **u** stands for the middle sound in **bus**.

Circle the word that names each picture.
Then write the word.

1.
bun big
bun

2.
pot pup
pup

3.
ten tub
tub

4.
sun sad
sun

5.
bat bug
bug

6.
drip drum
drum

Beyond

Use words from the box to name the pictures.

brush drum junk cub jug truck

1.
cub

2.
truck

3.
brush

4.
junk

5.
drum

6.
jug

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Spelling: Words with Short *u*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. run
	2. _____	2. fun
	3. _____	3. bug
	4. _____	4. rug
Review Words	5. _____	5. trip
	6. _____	6. trap
High-Frequency Word	7. _____	7. one

On-Level

run	fun	nut	cut	bug
rug	grass	spin	could	one

In each row put an X on the word that does not belong. Then write the spelling word.

1.	what X	fun	this	fun
2.	run	two X	up	run
3.	bug	sit X	tug	bug
4.	fun	sun	man X	fun

Order of 5-8 may vary.

Write the spelling words that sound like hug.

5. bug 6. rug

Write the spelling words that sound like hut.

7. nut 8. cut

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. run
	2. _____	2. fun
	3. _____	3. cut
	4. _____	4. nut
	5. _____	5. bug
	6. _____	6. rug
	7. _____	7. lunch
	8. _____	8. skunk
Review Words	9. _____	9. grass
	10. _____	10. spin
High-Frequency Words	11. _____	11. could
	12. _____	12. one

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High-Frequency Words/Frequency

Approaching

Circle the word that fits in each sentence.

could again one make Then three

1. I ___ live in a tent.
   could make

2. The house has ___ windows.
   one three

3. I like ___ house I see.
   three one

4. Will you ___ a dollhouse?
   make could

5. ___ we can look at it.
   Again Then

6. We walk down the street ___.
   make again

On-Level

Write a word from the box to complete each sentence.

could again one make Then three

1. I see ___three___ huts.
2. I like the red ___one___.
3. I ___could___ live in it.
4. ___Then___ I can have two trees.
5. I will ___make___ a swing in one.
6. I will use it again and ___again___.

Beyond

could again one make then Three

Use words from the box to complete the sentences.

1. I ___could___ use some bricks.
2. I see the ___one___ I can use!
3. I can look at the plan ___again___.
4. I will ___make___ a BIG hut.
5. I will stack the bricks and ___then___ add some mud.
6. ___Three___ can live in the big hut!

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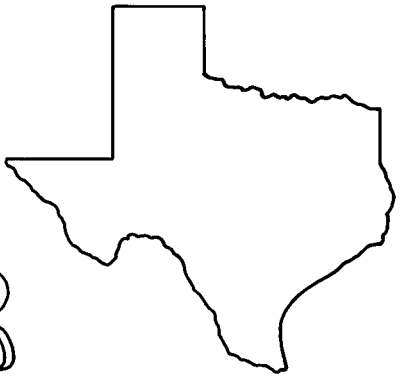
Grammar: Proper Nouns

Approaching **On-Level** **Beyond**

A noun that names a special person or place is called a proper noun. A proper noun begins with a capital letter.

Examples: **Y**an **J**ill **T**exas



Write the proper noun in each group.

1. Rick	drum	play	Rick	
2. hum	Hal	he	Hal	
3. Lin	kids	fun	Lin	
4. show	let's	Jen	Jen	
5. Atlanta	shop	she	Atlanta	

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Structural Analysis: Contractions with *-s*

Approaching

A **contraction** is a short form of two words. One or more letters are replaced by an **apostrophe** (').

he + is = **he's**

A. Draw a line from the words to the contraction.

1. what is — what's
2. that is — that's
3. let us — let's
4. she is — she's
5. it is — it's

B. Add the apostrophe (') to the contraction.

6. do + not = dont **don't**
7. can + not = cant **can't**
8. he + is = hes **he's**

On-Level

A **contraction** is a short form of two words. An **apostrophe** (') takes the place of one or more letters.

he's it's let's she's that's

Read each sentence. Then write the contraction for the underlined words.

1. Mom said <u>she is</u> going with us. **she's**
2. <u>That is</u> a big truck! **That's**
3. <u>Let us</u> run and jump. **Let's**
4. Ted said <u>he is</u> playing the drum. **he's**
5. <u>It is</u> a dull rug. **It's**

Beyond

Write a <u>contraction</u> for the underlined words.

1. <u>She is</u> opening the trunk. **She's**
2. <u>What is</u> in the trunk? **What's**
3. <u>It is</u> just a dull drum. **It's**
4. <u>That is</u> rust on the top. **That's**
5. <u>Let us</u> rub it with a brush. **Let's**

Write a sentence using one of the contractions.

6. **Possible response: Let's go to the park.**

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Spelling: Words with Short *u*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. nuut
● B. nut
○ C. nutt

1. ○ A. bagg
○ B. buug
● C. bug

2. ● A. run
○ B. rann
○ C. runn

3. ○ A. rugg
● B. rug
○ C. ragg

4. ○ A. fann
● B. fun
○ C. funn

5. ● A. one
○ B. wone
○ C. oen

On-Level

A. Change one letter to make a spelling word with the short u sound. Then write the word on the line.

1. not nut
2. bag bug
3. rag rug
4. ran run
5. fan fun
6. cat cut

B. Circle the word that is spelled correctly.

7. one oen eonn
8. cood couide could

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. gras
● B. grass
○ C. grasse

1. ○ A. ruun
○ B. runn
● C. run

2. ● A. fun
○ B. fann
○ C. funn

3. ○ A. nutt
● B. nut
○ C. nott

4. ○ A. cutt
● B. cut
○ C. catt

5. ○ A. bugg
○ B. buug
● C. bug

6. ● A. rug
○ B. ragg
○ C. rugg

7. ○ A. sunkk
● B. skunk
○ C. skuk

8. ○ A. luch
○ B. luunch
● C. lunch

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Comprehension: Plot Chart

Approaching On-Level Beyond

As you read The Pigs, the Wolf and the Mud, fill in the Plot Chart.

Beginning

Possible response: Three pigs live in a messy mud hut. The wolf wants to come in.

↓

Middle

Possible response: The pigs do not let the wolf in. The wolf rings the bell and huffs and puffs. He kicks the hut, sees the mess, and leaves.

↓

End

Possible response: The pigs build a new mud hut.

How does the Plot Chart help you better understand The Pigs, the Wolf and the Mud?

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Comprehension: Plot

Approaching

The **plot** is what happens in a story.
The plot has a **beginning**, **middle**, and **end**.

Read the story. Then read the sentences.

Our Brick Hut

Cat will make a hut and will live in it. Cat will get some bricks. Cat will get some mud too. Then the bricks will stick. Cat could use some help! Who will help Cat? Pig and Fox can help. Three can make the hut. Then three could live in the brick hut. What a good place to live!

Write the number of each sentence in the correct box.

1. The three live in the brick and mud hut.
2. Cat gets bricks and some mud but could use help. Pig and Fox help.
3. Cat will make a hut to live in.

Beginning	3
Middle	2
End	1

On-Level

Read the story.

Who Could It Be?

Meg lives in a small home. Bill lives in a small home, too. Meg and Bill play. They are pals. They like to ride bikes. They like to dress up. They like to play ball.

Who will live in the red home? It could be a boy. It could be a girl. Meg and Bill wait. They sit and see. Then out run three! Now Meg and Bill have many pals. They can have lots of fun!

Read the sentences. Write B for the beginning sentences, M for the middle ones, and E for the end ones.

1. Meg and Bill have three pals now. E
2. Meg and Bill live in small homes. B
3. They sit to see who is in the red home. M
4. Meg and Bill see three run out. M

Beyond

Sam's Hut

Sam is sad. He lives in a big hut. He wants to live in a hut that is small.

"I have too much stuff!" Sam sobs. "It will not fit in my small hut! Where will I put it all?" One comes, two come, then three pals come.

"We will keep your stuff," they say. They take Sam's stuff from his hut. Sam is happy. Now Sam can live in a small hut.

Sam will not have lots of stuff. But he will have lots of pals who have his stuff!

Write what happens in the beginning, the middle, and the end of the story.

Beginning Sam wants to live in a small hut.

Middle Three pals come to take his stuff.

End Sam goes to the small hut.

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Grammar: Proper Nouns

Approaching **On-Level** **Beyond**

Begin a proper noun with a capital letter. Some proper nouns are more than one word. Begin each word in a proper noun with a capital letter.

Circle the words that should have capital letters.

1. Al and pam go to the banks school.
2. miss ann has a good band there.
3. "I play the drums," said chan.
4. I got them in a shop on Tip top street.
5. The band will play in new york City.
6. Will nick sing with the band?

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Fluency: Choral Read: Phrasing

Approaching

Read the words and sentences below.

cubs

us

just

one

three

Three cubs are on a log.

One cub is on a rock.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to phrasing in the story.

Look at the big bear. Look at her cubs.
09 What can the two cubs do? They can play.
18 They can look for food to eat.
25 The cubs can rest. They take a long nap.
34 The cubs can play on the rocks. 41

Comprehension Check

1. What are cubs? **Cubs are baby bears.**
2. What can the cubs do? **Cubs can play, look for food, and rest.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to patterns in the story.

Bears live in places called dens.
06 There is a den with three cubs in it. The cubs live
18 with their mother. When the cubs are very little,
27 they stay in the den.
32 They run in the den. They play in the den.
42 The mother bear hunts for food, then brings it to the den.
54 When the cubs are bigger, the mother bear shows them how
65 to hunt. They hunt for mice and fish.
73 They hunt for nuts and ants.
79 They hunt for bugs called grubs.
85 They think that bugs are yummy! Do you? 93

Comprehension Check

1. What is one thing that bears hunt for? **Possible answer: They hunt for mice.**
2. What are grubs? **Grubs are a kind of bug.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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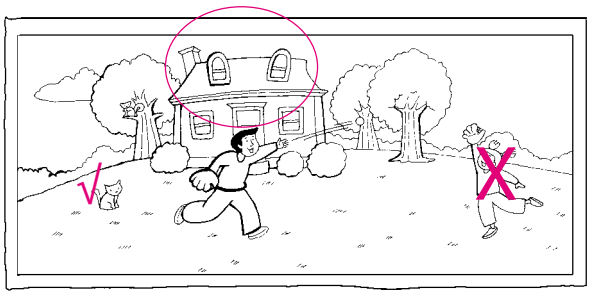
Text Feature: Photographs

Approaching

Photographs are pictures that show people, animals, and things in real life.

Look at the picture.

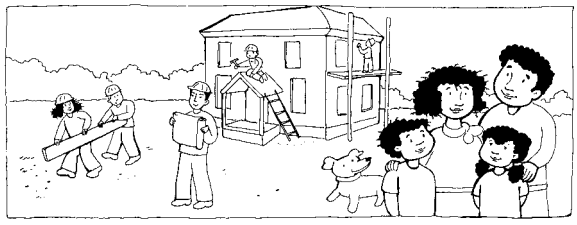
1. Circle a place to live.
2. Put an X on the girl.
3. Put a check mark √ on the pet.
4. Color the picture.



On-Level

Photographs are pictures that show people, animals, and things in real life.

Look at the picture.



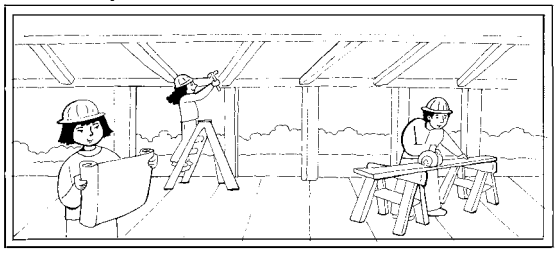
We will have a big place to live!

Write your own sentence about the picture.

Responses will vary.

Beyond

Look at the picture.



Write the things in this picture that could happen in real life.

Possible responses: workers building a house; hammering a frame; sawing a board; looking at the plan

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Phonics: Digraphs *th*, *sh*

Approaching

Say each word. Listen to the beginning sound.

shin **th**in

Say each word. Listen to the ending sound.

wi**sh** wi**th**

Name each picture. Write the letters th or sh on the line.

1. fi__sh__
2. __sh__ip
3. __th__ink
4. ba__th__

Write a sentence using a word from above.

Responses will vary.

On-Level

Read each word. Listen to the sounds **sh** and **th** stand for.

pa**th** **th**ink **sh**ip **sh**op di**sh** ba**th**

Use the words in the box to name each picture. Then circle the letters that stand for the sounds sh and th.

1. ship
2. think
3. shop
4. dish
5. path

Beyond

Write sh or th to complete the words. Then use your pencil to draw a picture for each sentence. Responses will vary.

1. A fi__sh__ is in my ba__th__!
2. __Sh__e __sh__ops for a di__sh__.
3. Be__th__ said, "__Th__anks for the dress wi__th__ red dots."

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Spelling: Digraphs: *th*, *sh*

Approaching

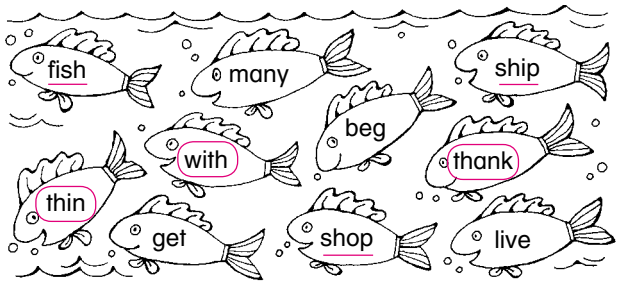
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. shop
	2. _____	2. ship
	3. _____	3. with
	4. _____	4. thin
Review Words	5. _____	5. run
	6. _____	6. bug
High-Frequency Word	7. _____	7. all

On-Level

fish	shop	ship	with	thin
thank	run	bug	want	all

Circle the words that have the th sound. Underline the words that have the sh sound.



Write the words you circled. Order of 1 through 6 may vary.

1. with 2. thin 3. thank

Write the words you underlined.

4. fish 5. shop 6. ship

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. fish
	2. _____	2. shop
	3. _____	3. ship
	4. _____	4. with
	5. _____	5. thank
	6. _____	6. burn
	7. _____	7. thick
	8. _____	8. sixth
Review Words	9. _____	9. run
	10. _____	10. bug
High-Frequency Words	11. _____	11. want
	12. _____	12. all

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High-Frequency Words/Vocabulary

Approaching

Circle the word that fits in each sentence.

all want under put show together

1. I ___ to run.
   (want) put

2. We are in a ___.
   three (show)

3. He ___ on a cap.
   (put) make

4. The cats sit ___.
   under (together)

5. She can drum ___ day.
   put (all)

6. The cat is ___ the bed.
   want (under)

On-Level

Write a word from the box to complete each sentence.

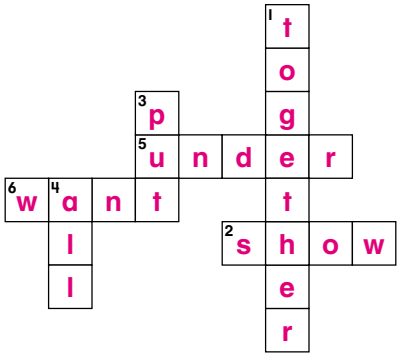
all want under Put show together

1. ___Put___ on a hat.
2. Sit ___under___ the tent.
3. Come see the ___show___!
4. The kids ___together___ play in a band.
5. You will ___want___ to see it.
6. I like ___all___ the songs they play.

Beyond

Fill in the puzzle. Use the words in the box.

all want under put show together



Down

1. It is fun when we all work ___.
3. He ___ the pen in the box.
4. We can ___ help with dinner.

Across

2. You can see a ___ on TV.
5. Your chin is ___ your lips.
6. You ___ something you wish you had.

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Grammar: Days, Months, and Holidays

Approaching **On-Level** **Beyond**

Some proper nouns name the days of the week. Some proper nouns name the months. The names of the days and the months begin with capital letters.

Say the days. Circle the capital letters.

Monday Tuesday Wednesday

Thursday Friday Saturday Sunday

Say the months. Circle the capital letters.

January February March April

May June July August

September October November December

1. What day do you like best? _____

_____

2. What month do you like best? _____

_____

Answers will vary.

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Structural Analysis: Compound Words

Approaching

A **compound word** is made up of two small words.

side + walk = **sidewalk**
sun + set = **sunset**

Use the picture to answer the questions.

1. What is a **pack** you put on your **back**?

   It is a backpack.

2. What do you use to hit a **ball** and then run the **bases**?

   You use a baseball bat.

3. What do you see when the **sun** is about to **set**?

   It is a sunset.

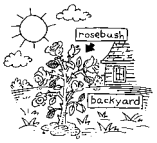
4. What **work** will the boys and girl do at **home**?

   They will do their homework.

On-Level

A **compound word** is made up of two small words.

rose + bush = **rosebush**
back + yard = **backyard**



Match a word on the left to a word on the right to make a compound word. Then write the word.

1.	bath	hill	bathrobe
2.	down	one	downhill
3.	any	care	anyone
4.	day	robe	daycare

Use a compound word in a sentence.

5. Possible response: I ran downhill quickly.

Beyond

Use the words in the box to complete the compound words.

in day pack sun up thing out one yard

1. any**one**
   any**thing**
2. back**pack**
   back**yard**
3. **in**side
   outside
4. **day**light
   sunlight

Write two sentences using compound words from above.

Possible responses:

5. Let's play outside in the backyard.
6. Is anyone going to the movies?

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Spelling: Digraphs: *th*, *sh*

Approaching

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- ○ A. bugg
- ● B. bug
- ○ C. bugge

1. ○ A. shopp
● B. shop
○ C. thop

2. ○ A. schip
○ B. schipp
● C. ship

3. ● A. with
○ B. withh
○ C. wisth

4. ○ A. tchin
● B. thin
○ C. thhin

On-Level

Pick th or sh to correctly write a spelling word.

1. wi th

2. sh ip

3. th ank

4. fi sh

5. sh op

6. th in

Complete each word to make a spelling word.

7. a l l

8. w a nt

Beyond

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- ○ A. bugg
- ● B. bug
- ○ C. bugge

1. ○ A. schop
○ B. schopp
● C. shop

2. ○ A. schip
○ B. shipp
● C. ship

3. ● A. with
○ B. wiht
○ C. withh

4. ○ A. thinn
● B. thin
○ C. thhin

5. ○ A. fisch
○ B. fisth
● C. fish

6. ● A. thank
○ B. thenk
○ C. tanhk

7. ○ A. thik
○ B. thihk
● C. thick

8. ● A. sixth
○ B. sixht
○ C. shixt

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Comprehension: Retelling Chart

Approaching **On-Level** **Beyond**

As you read Beth and the Band, fill in the Retelling Chart.

Beth and the Band

1. Beth, her friends, and her Aunt Nell go to a fair. → 2. They ask to play in a band.

3. Gus tells the children to make instruments. → 4. Bud makes a drum out of a tub.

5. Ann makes a jug horn. → 6. Will makes cymbals out of lids.

7. Beth asks to sing in the show. → 8. They put on a show.

How does the Retelling Chart help you visualize what happens in Beth and the Band?

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Comprehension: Retell

Approaching

When you **retell** a story, you tell it a shorter way. You tell only the important parts.

Read the story.

Pam has a cat.

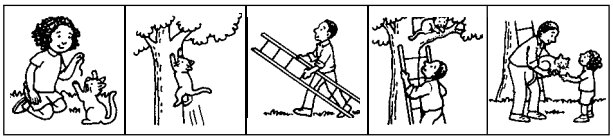
Pam's cat ran up a .

Dad got a .

Dad went up the .

Now Dad and the cat are down.

Look at the pictures.
Color the pictures that retell the story.



color this | color this | color this | color this

On-Level

When you **retell** a story, you tell only the important parts.

Read the story. Then look at it again. Underline the sentences that retell the story.

Ben wants to use his fishing rod.
Ben sits down at the pond with his fishing rod.
Ben sits and sits.
Ben sees a frog.
Ben sees a bug.
At last Ben gets a fish!

Draw three pictures to retell the story.

Beyond

Read the story. Then retell the story.
Write the important parts.

Bud wanted a pet.
Fran's dog had three pups.
Bud went to see them.
Fran said, "You can pick one pup."
"I like the tan pup best," said Bud.
"That's the one I want!"

Possible response:

Bud wanted a pet.

Bud went to see Fran's pups.

Bud picked the tan pup.

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Grammar: Days, Months, and Holidays

Approaching **On-Level** **Beyond**

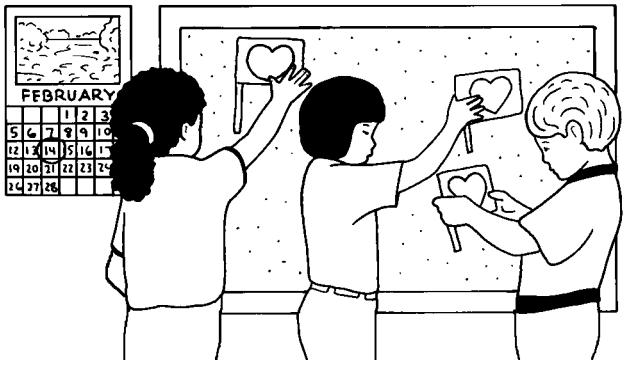
Begin the names of days, months, and holidays with capital letters.

Circle the letters that should be capital. Write the day, the month, or the holiday correctly.

1. We had fun on new year's day. New Year's Day
2. That was in january. January
3. Today is tuesday, February 14. Tuesday
4. Then it must be valentine's Day. Valentine's Day
5. On monday, we put little red flags at school.

   Monday
6. What fun things can we do in march?

   March



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Fluency: Choral Read: Expression

Approaching

Read the words and sentences below.

dish

that

fish

under

put

I put a ball under that tree.

Beth likes to fish at the pond.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to the expression.

Tess got a dog.
04 "That is a good dog," said Tess.
11 Tess set a cup on the floor.
18 "Come and drink," said Tess.
23 Tess set a dish on the floor.
30 "Come and eat," said Tess.
35 Tess got a ball for the dog. 42

Comprehension Check

1. Why do you think Tess got a ball for the dog? **She may want to take him for a walk.**
2. What things does a dog need? **A puppy needs food, water, and walks.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to what people say.

"We are going to get our new puppy
8 tomorrow," said Dad.
11 "I think we will need to buy some things
20 to take care of her."
25 "What will we need?" asked Molly.
31 "Let's think of things," said Dad. "You can
write them."
41 "The first things we will need are dishes.
48 We will put her food and water in two dishes.
58 We will also need a leash so that we can
68 take her for walks."
72 "I think she might like a ball," said Molly.
81 "Good thinking!" said Dad. 85

Comprehension Check

1. What is one thing that Molly and Dad are going to buy for the puppy? **Possible answer: They will buy a dish for her food.**
2. What does Molly think the puppy might like? **She thinks it might like a ball.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Text Feature: Directions

Approaching

Directions are the steps that you follow to make or do something.

Read the directions.

Make a Print

1. Cut. **2.** Dip. **3.** Press.

Write 1, 2, and 3 to show the steps.

3

1

2

On-Level

Directions are the steps that you follow to make or do something.

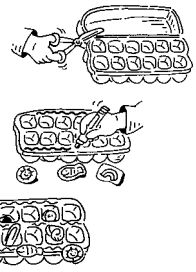
Make a Fun Box.

1. Get an egg carton.

2. Cut the top.

3. Give it a fun look.

4. Put in stuff.



1. What will you make? a fun box

2. What will you use? an egg carton

3. What will you do with the top? cut it

4. What will you do last? put in stuff

Beyond

Write directions. Use the words in the box. Add some words of your own.

bread slices other

How to Make a Jam Sandwich

Possible response:

1. Get two slices of bread.

2. Put jam on one slice.

3. Put the other slice on top.

4. Eat.

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Phonics: Long *a*, *a_e*

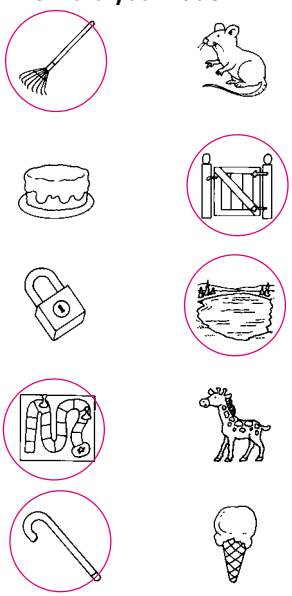
Approaching

Say the word. Listen to the **long a** sound.
The letters **a** and **e** stand for the **long a** sound.

cake

Write the letters a and e on the lines. Circle the picture to match the word you made.

1. r a k e
2. g a t e
3. l a k e
4. g a m e
5. c a n e



On-Level

Look at the word **gate**. The letters **a** and **e** stand for the **long a** sound you hear.
g a t e

Circle the word that names the picture. Write the word on the line.

1.
cap (cape)
cape

2.
(tape) tap
tape

3.
(pane) pan
pane

4.
man (mane)
mane

5.
(rat) rate
rat

6.
mate (mat)
mat

Beyond

Read the words. Find the words from the box in the puzzle. Circle them.

cake	rate	game	cane
ate	shade	shake	rake

r	a	t	e	b	f	d	m
a	i	a	s	h	a	k	e
k	g	t	h	w	l	u	q
e	a	p	s	h	a	d	e
k	m	x	c	c	l	n	v
e	e	g	o	a	y	d	a
n	s	o	b	k	a	t	e
c	a	n	e	e	r	j	z

What is the same about all the words in the puzzle?

All of the words have the a_e letter pattern.

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Spelling: Words with Long *a*, *a_e*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Review Words

High-Frequency Word

1. make
2. take
3. came
4. game
5. shop
6. with
7. why

On-Level

make	take	came	game	gate
late	shop	with	why	school

Read each row of words. Put an X on the word that does not belong.

1.	make	shop	take
2.	with	game	came
3.	gate	late	why
4.	crib	shop	ship
5.	hop	bath	with
6.	school	away	fool

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

High-Frequency Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1. make
2. take
3. came
4. game
5. gate
6. late
7. page
8. space
9. shop
10. with
11. why
12. school

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High-Frequency Words/Vocabulary

Approaching

Circle the word that completes each sentence. Write the word on the line

1. You will have to put the away.
   today (away) school

2. We go this way to school.
   away today (way)

3. We had today.
   away school (today)

4. Why did the bus go in the mud?
   Late (Why) Way

5. On I do not go to school.
   today late (school)

On-Level

Read each sentence. Write a word from the box to complete the sentence.

away school today way Why

1. Why did the bus go in the mud?

2. This is the way to play.

3. We put the blocks away.

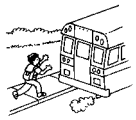
4. I have to go to school now.

5. We can not play today.

Beyond

Use the words in the box to write about the pictures.

away school today way why

1. 
   Possible responses:
   He will be late for school today.

2.
   School is open today.

3.
   Why did it fall?

4.
   He is going away.

5.
   Today is Tuesday.

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Grammar: Verbs

Approaching **On-Level** **Beyond**

A verb is a word that shows action.

Examples: Jake **jumps**. Fran **runs**.

verb

Find the verb in each group. Fill in the circle. The first one is done for you.

1. ○ today
● ride
○ all

2. ● walk
○ oh
○ three

3. ○ man
● make
○ it

4. ○ who
○ some
● eat

5. ○ not
● play
○ on

6. ● go
○ of
○ many

7. ● pull
○ very
○ good

8. ○ now
● help
○ me

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Structural Analysis: Inflectional Endings *-ed*, *-ing*

Approaching

Look at the word: **bake**

Notice that the **e** is dropped when adding **-ed** and **-ing.**
bak**e** + **ed** = bak**ed**

bak**e** + **ing** = bak**ing**

Add -ed or -ing to the words below. Remember to drop the final e.

1. rake + ed = raked
2. rake + ing = raking
3. tape + ed = taped
4. tape + ing = taping
5. wade + ed = waded
6. wade + ing = wading

On-Level

Look at the word: **wave**

Notice that the **e** is dropped when adding **-ing** or **-ed**.

wav**e** + **ing** = wav**ing** wav**e** + **ed** = wav**ed**

Add -ing to the words. Write the new word.

1. fake faking
2. rake raking

Add -ed to the words. Write the new word.

3. bake baked
4. fade faded
5. wade waded

Beyond

Circle the mistake in each sentence. Write the correct spelling on the line.

1. I am takeing out the wagon. taking
2. Dad is bakeing a cake. baking
3. Liz gradeed the test. graded
4. Tom bakeed a cake. baked
5. I am tapeing the gift. taping
6. It fadeed in the sun. faded
7. Rakeing up trash is a big job. raking
8. Gram tapeed the box shut. taped

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Spelling: Words with Long *a*, *a_e*

Approaching

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- ○ A. schopp
- ● B. shop
- ○ C. sohp

1.
- ○ A. kame
- ○ B. cayme
- ● C. came

2.
- ○ A. mayke
- ○ B. macke
- ● C. make

3.
- ● A. game
- ○ B. gamme
- ○ C. gaime

4.
- ○ A. takke
- ● B. take
- ○ C. tayke

On-Level

Circle the word in each row that is spelled correctly.

1.	ywh	why	wyh
2.	shop	sohp	pohs
3.	wiht	thiw	with
4.	school	scoohl	slooch

Write the spelling words that rhyme with cake.

5. take make

Write the spelling words that rhyme with same.

6. came game

Write the spelling words that rhyme with ate.

7. late gate

In 5–7, order of words may vary.

Beyond

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- ○ A. schopp
- ● B. shop
- ○ C. sohp

1.
- ○ A. maik
- ○ B. mak
- ● C. make

2.
- ○ A. taik
- ○ B. tak
- ● C. take

3.
- ● A. came
- ○ B. caime
- ○ C. caim

4.
- ○ A. gayme
- ● B. game
- ○ C. gaime

5.
- ○ A. gayt
- ○ B. gaite
- ● C. gate

6.
- ● A. late
- ○ B. laite
- ○ C. layt

7.
- ○ A. pagge
- ○ B. payge
- ● C. page

8.
- ○ A. spaice
- ● B. space
- ○ C. spase

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Comprehension: Retelling Chart

Approaching | On-Level | Beyond

As you read On My Way to School, fill in the Retelling Chart.

1. The boy walks to the school bus and sees a pig.

2. The pig, two apes, a duck, and frogs get on the bus.

3. He sees the duck fly to get gas and the apes napping.

4. The boy gets to school late.

How does the Retelling Chart help you visualize what happens in On My Way to School?

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Comprehension: Retell

Approaching

Look at the pictures.
Read the sentences.
Write 1, 2, 3, or 4 next to each sentence to tell the story order.

___

2 Pam and Tim go up and down.

___

3 They can see the baby ducks.

___

4 Pam and Tim run back to Dad.

___

1 Pam and Tim ride with Dad.

On-Level

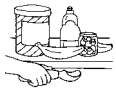
Look at the pictures. Write what happens in each picture. **Possible responses:**

1.
First, the girls make a puppet.

Next, they do a play.

Last, they take a bow.

2.
First, get a bowl.


Next, get the ice cream and toppings.

Last, take a bite!

Beyond

Write a sentence that tells about each picture.

Then draw a picture and write a sentence to finish the story. **Possible responses:**

The boys put on their shoes.

They kick the ball.

The dog saves the goal.

Sentences will vary.

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Grammar: Verbs

Approaching **On-Level** **Beyond**

Use verbs to show action.

Put commas after the greeting and the closing in a letter.

This letter is missing two commas and three verbs. Add the verbs from the box. Add the commas.

saved baked ate

Hello Nan, _____

Mom and I ____baked____ a cake. Then

we ____ate____ some. It was very good. I

____saved____ some for you in a tin. Come to

see me. Then you can have some cake, too.

Your best pal,

Pam

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Fluency: Echo Read: Intonation

Approaching

Read the words and sentences below.

late

same

gave

cake

school

Jake ran to school.

Nate gave Jade some cake.

Kate has a black snake.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to the intonation.

Nate sat up. He looked at the clock.
08 "Oh no! I will be late for school!"
16 Nate got dressed. He got his books. He got
25 his lunch. He put them in his backpack.
33 Nate ran down the street very fast! On the way,
43 he saw Bob. 46

Comprehension Check

1. What is the problem? **Nate will be late for school.**
2. What does Nate do to get ready for school? **Nate got dressed and put his books and his lunch in his backpack.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the punctuation.

Jake sat up in bed. He looked at the clock.
10 "Oh, no! I will be late for school."
18 Jake brushed his teeth. He got dressed.
25 Jake's mom said, "I made you some pancakes."
33 Jake said, "I can not eat pancakes today! I
am late for school."
46 "You must eat three pancakes!" said Jake's
mom.
54 She put them on Jake's plate. He ate each one.
64 Then he raced out the door and ran all the
way to school.
77 He sat in his seat just as the bell rang! 87

Comprehension Check

1. What is Jake's problem? **He thinks he will be late for school.**
2. What did Jake have to eat? **He had to eat pancakes.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Text Feature: Signs and Symbols

Approaching

A **sign** uses words or pictures to tell you what to do.

Circle the word that completes each sentence. Then write the word.

1. The tells you to ___stop___.
   (stop) go

2. The tells you where you can ___play___.
   (play) fish

3. The tells you not to ___fish___ here.
   (fish) play

4. The tells you where the ___school___ is.
   show (school)

On-Level

A **sign** uses words or pictures to tell you what to do.

Circle the word that completes each sentence.

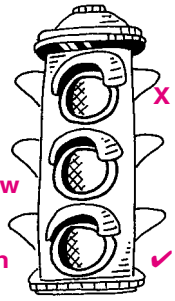
1. When you see , you ____.
   (stop) go

2. When you see , you ____.
   stop (go)

3. To play on the ____, we go to the .
   beds (swings)

4. We ____ in the .
   run (eat)

Color the traffic light with red, yellow, and green.
Put a ✔ next to the color that tells you to go.
Put an X next to the color that tells you to stop.



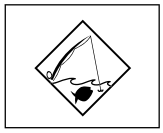
Beyond

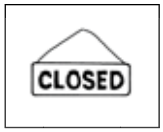
Look at the signs. Draw a sign that means the opposite.

1.

2.

3.

4. 

5. 

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Phonics: Long *i*, *i_e*

Approaching

Listen to the **long i** sound in **bike**. The letters **i** and **e** stand for the **long i** sound.

bike

Write the letters i and e to complete each word. Draw a line from each picture to its name.

1. n i n e
2. t i m e
3. k i t e
4. r i d e
5. h i k e

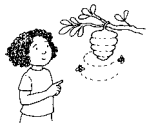
On-Level

Use the words in the box to complete the sentences.

hike hive line bite bike

1. Matt races very fast on his **bike**.

2. What will I find in the **hive**?

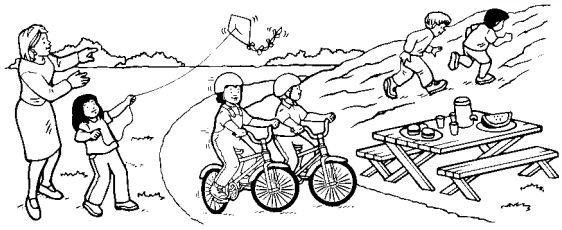


3. We must all walk in a **line**.

4. Dan takes a big **bite** of his cake.

5. We can **hike** up this hill.

Beyond



Use the words from the box to answer the questions. Use as many long i words as you can.

hike five line kite bike

1. How many boys and girls are playing?

   five

2. What does Kim fly?

   kite

Now write your own story about the picture.

Possible response:

Five children went to the park. Two boys went on a hike. One girl played with a kite.

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Spelling: Words with Long *i*, *i_e*

Approaching

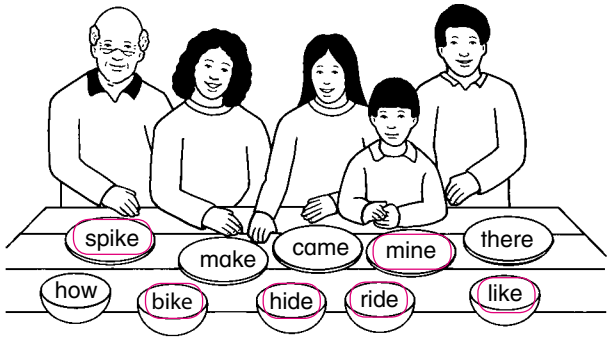
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. like
	2. _____	2. bike
	3. _____	3. ride
	4. _____	4. hide
Review Words	5. _____	5. make
	6. _____	6. came
High-Frequency Word	7. _____	7. how

On-Level

like	spike	ride	hide	bike
mine	make	came	how	there

Circle the words that have the long i sound.



Write the words you circled. Order may vary.

1. like	2. spike	3. ride
4. hide	5. bike	6. mine

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. like
	2. _____	2. spike
	3. _____	3. ride
	4. _____	4. hide
	5. _____	5. bike
	6. _____	6. mine
	7. _____	7. twice
	8. _____	8. shine
Review Words	9. _____	9. make
	10. _____	10. came
High-Frequency Words	11. _____	11. how
	12. _____	12. there

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High-Frequency Words/Vocabulary

Approaching

Use the words in the box to complete the sentences.

so call more How funny There

1. Now Mike will ___call___ his dog to him.
2. ___How___ many pups can we play with?
3. Here is one ___more___ pet to wash.
4. We like to watch the ___funny___ pups.
5. ___There___ are our fine red bikes.
6. Sam has ___so___ much to do today.

On-Level

Use the words from the box to complete the story.

call How more funny There so

Look! ___There___ is a pet show today.

I will ___call___ my dog Max.

___How___ many pets will be in the show today?

Will they like Max ___more___ than the other pets in line?

We like to watch some of the ___funny___ dogs and cats.

My Max is ___so___ good!

Beyond

call How more funny There so

Use the words in the box to complete the story.

___There___ are many nuts in Squirrel's house.

___How___ will Squirrel use the nuts?

He will dig a hole ___so___ he can save some nuts.

He will use ___more___ nuts to make things.

He will ___call___ his friend to help.

Squirrel reads a ___funny___ book on his new bed.

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Grammar: Present Tense Verbs

Approaching **On-Level** **Beyond**

The tense of a verb tells when an action happens.

Present tense verbs tell about action that happens now.

Examples: Dell **makes** a cake. Pam **helps**.

Circle the verbs in the present tense.
Write them on the lines below.

1. The little boy trips on the rug.
2. He drops his box.
3. The blocks spilled out.
4. Ann rushed over.
5. She puts them back in the box.

trips	drops	puts

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Structural Analysis: Soft Consonants *c* and *g*

Approaching

The c in **cent** stands for the /**s**/ sound. This is **soft c**.
The g in **gem** stands for the /**j**/ sound. This is **soft g**.

Read each word in the box. Listen for soft c and soft g. Write the word in the correct box below.

cent	gem	face	mice
gel	page	race	age

Soft c	Soft g
1. cent	5. gem
2. face	6. gel
3. mice	7. page
4. race	8. age

On-Level

The c in **cent** stands for the /**s**/ sound. This is **soft c**.
The g in **gem** stands for the /**j**/ sound. This is **soft g**.

Choose a word from the box to complete each sentence. Write it on the line. Then circle each word that has the soft c sound.

race	fence	page	cage
age	nice	stage	ice

1. What page are we on?
2. It is so nice of you to help.
3. My pet mice are out of the cage!
4. I want to win the race.
5. We will stand on the stage to sing.
6. My water needs some ice.

Beyond

cent	come	gem	race	gate	age	nice
gel	get	cage	lace	twice	call	stage

A. Write five words from the box that have the soft c sound. Use one word in a sentence.

1. cent, race, nice, lace, twice

Sentences will vary.

Write five words from the box that have the soft g sound. Use one word in a sentence.

2. gem, age, gel, cage, stage

Sentences will vary.

B. Write three more words that have the soft c or soft g sound.

3. Answers will vary.

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Spelling: Words with Long *i*, *i_e*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. mayke
○ B. macke
● C. make

1. ○ A. rede
○ B. rided
● C. ride

2. ○ A. licke
○ B. lyke
● C. like

3. ● A. hide
○ B. hyd
○ C. hiid

4. ○ A. byke
● B. bike
○ C. bikke

On-Level

Circle the spelling word in each row.
Then write the spelling word.

1.	jump	(how)	yell	how
2.	(bike)	sled	crab	bike
3.	want	flip	(like)	like
4.	(there)	now	here	there
5.	good	ours	(mine)	mine
6.	(hide)	flip	show	hide
7.	walk	(ride)	tap	ride
8.	pin	block	(spike)	spike

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. maike
○ B. macke
● C. make

1. ○ A. spyk
○ B. spyke
● C. spike

2. ○ A. licke
○ B. liek
● C. like

3. ● A. ride
○ B. ryd
○ C. ried

4. ○ A. hyde
● B. hide
○ C. hyied

5. ○ A. beke
● B. bike
○ C. biek

6. ● A. mine
○ B. myne
○ C. myen

7. ○ A. twyce
○ B. twise
● C. twice

8. ○ A. shien
● B. shine
○ C. shyne

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Comprehension: Predictions Chart

Approaching **On-Level** **Beyond**

As you read Smile, Mike!, fill in the Predictions Chart.

What I Predict	What Happens
1. Mike will not want the toy. He will still be sad.	1. Mike does not play with the toy; he keeps crying.
2. Mike will not clap with Gram.	2. Mike does not clap; he keeps crying.
3. Dad's bubbles will make Mike smile.	3. Mike does not like bubbles; he keeps crying.
4. Mike will finally stop crying because of Spike.	4. Spike gets Mike to smile and stop crying.

How does the Predictions Chart help you understand what happens in Smile, Mike!?

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Comprehension: Make Predictions

Approaching

Look at the pictures. Predict what will happen next. Underline the answers to the questions.

1.

What will Kit and Pam do?

They will ride bikes.
They will sit down.

2.

What will Tim do?

Tim will run away.
Tim will help Mom.

3.

What will Dad and Kim do now?

They will take the pup.
They will go away.

4.

What will Mike do now?

Mike will play on the slide.
Mike will go to bed.

On-Level

Read the sentences. Write the words that tell what happens next. **Possible responses below.**

1. Tim's kite is ripped. Dad can fix Tim's kite.

Tim will **play with his kite**.

2. Kim must wash her dog. Kim's dog is very big.

Mike will **help Kim**.

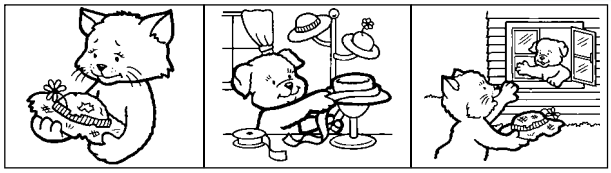
3. Sam wants to skate. Dad takes Sam to the rink.

Sam and Dad will **skate**.

4. Sam wants a nice pup. Mom and Sam go to see the pups.

Mom and Sam will **take a pup**.

Beyond



Read the story.

Jane was a very sad cat.
She did not have a nice hat.
Jean the dog can make nice hats.
Now Jane is calling Jean.

Write what happens next. **Possible response:**

Jane asks Jean to make her a nice hat. Jean makes Jane a new hat. Now Jane is not sad.

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Grammar: Present Tense Verbs

Approaching **On-Level** **Beyond**

Write C if a sentence is correct. If a sentence is not correct, write the letter or letters to tell how you would make it right.

Ⓐ Add **-s** to make present tense verb.

Ⓑ Capitalize a letter.

Ⓒ Do not change.

1. He looks at the book. C
2. She pick up the dishes. A
3. He dig up the land for Mom. A
4. the boy take care of the hens. A, B
5. He gets the eggs. C

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Fluency: Echo Read: Expression

Approaching

Read the words and sentences below.

nine

smile

bike

ride

there

I can see nine kites.

Mike can ride a bike.

Ike can skate on the ice.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to the expression.

Meg, Jim, and Dan sat under a big branch.
09 Dan's little sister sat under the big branch, too.
18 Jim asked,
20 "What do you want to do?"
26 Meg said, "I want to put on a show. Do you
37 want to help me?"
41 Jim and Dan said, "Yes!" 46

Comprehension Check

1. Where are the children sitting? **They are sitting under a big branch.**
2. What do the children want to do? **They want to put on a show.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the dialogue.

"What time is it, Mom?" asked Joan.
7 "It's time for fun!" said Mom.
13 "What can we do for fun?" asked Joan.
21 "We can go for a boat ride," said Mom.
30 "My friend has a row boat," she said.
38 "I will call her. I think we can borrow it."
48 "How far will we go?" asked Joan.
55 "We can go five miles down the river,"
said Mom.
65 Joan said, "That's much too far!"
71 "Sometimes we can just float," said Mom.
78 Joan smiled. "I like that idea!" she said. 86

Comprehension Check

1. What will Joan and Mom do for fun? **They will go on a boat ride.**
2. How far will they go? **They will go for five miles.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Text Feature: Chart

Approaching

Read this chart.

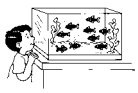
Mike's Pets	Kim's Pets
cats II	cats III
ferret I	dogs II
fish ~~IIII~~ ~~IIII~~	fish ~~IIII~~ IIII
mice III	mice ~~IIII~~ I

Circle the correct answer.

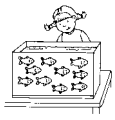
1. How many cats does Mike have?
   two three
2. How many dogs does Kim have?
   one two
3. How many mice does Mike have?
   six three
4. How many fish does Kim have?
   nine five
5. Mike has a kind of pet that Kim doesn't have. What is it?
   fish ferret

On-Level

Read the chart.



Tim's Pets	Nan's Pets
cats III	cat I
mice ~~IIII~~	mice II
dog I	dogs II
fish ~~IIII~~ IIII	fish ~~IIII~~ ~~IIII~~



Count the pets and then complete the sentences.

1. Tim has ___nine___ fish.
2. Nan has ___two___ mice.
3. Tim has ___one___ dog.
4. Nan has ___ten___ fish.

Beyond

Read the sentences about Mike's family and Kit's family. Then fill in the chart.

Mike has two brothers and three sisters.
Mike has four aunts and three cousins.

Kit has one brother and two sisters.
Kit has two aunts and five cousins.

Mike's Family	Kit's Family
___two___ brothers	___one___ brother
___three___ sisters	___two___ sisters
___three___ cousins	___five___ cousins
___four___ aunts	___two___ aunts

Answer the question.

Who has more brothers? ___Mike___

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Phonics: Digraphs: *ch*, *tch*, *wh*

Approaching

The letters **ch** and **tch** stand for the sound you hear in **ch**op and fe**tch**.

The letters **wh** stand for the sound you hear in **wh**ale.

Circle the word that describes each picture. Then write the word on the line.

1.

watch itch catch _____ **watch**

2.

where when whale _____ **when**

3.

inch lunch chunk _____ **lunch**

4.

patch switch match _____ **switch**

On-Level

The letters **ch** and **tch** stand for the sounds you hear in **ch**in and di**tch**.

The letters **wh** stand for the sound you hear in **wh**en.

Choose from the letters ch, tch, and wh to complete each word. Write the letters on the line.

1. _____ **ch** ase

2. _____ **wh** ale

3. ca _____ **tch** _____

4. lun _____ **ch** _____

Beyond

Read each clue. Write ch, wh, or tch to complete the answer.

1. A dog can do this. fe_____ **tch** _____

2. You can eat this at school. lun_____ **ch** _____

3. Cats have these. _____ **wh** _____ iskers

4. You can sit on this. ben_____ **ch** _____

5. You can play this. ca_____ **tch** _____

6. You can ask this. _____ **wh** _____ at

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Phonics: Digraphs: *ch*, *tch*, *wh*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. chin
	2. _____	2. chop
	3. _____	3. whip
	4. _____	4. whale
Review Words	5. _____	5. like
	6. _____	6. ride
High-Frequency Word	7. _____	7. your

On-Level

whip	whale	catch	match	chin
chop	like	ride	from	your

Write the words that begin with ch.

1. chin 2. chop

Order of 1 and 2 may vary.

Write the words that begin with wh.

3. whip 4. whale

Order of 3 and 4 may vary.

Write the words that end with tch.

5. catch 6. match

Order of 5 and 6 may vary.

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. whip
	2. _____	2. whale
	3. _____	3. catch
	4. _____	4. match
	5. _____	5. chin
	6. _____	6. chop
	7. _____	7. which
	8. _____	8. chicken
Review Words	9. _____	9. like
	10. _____	10. ride
High-Frequency Words	11. _____	11. your
	12. _____	12. from

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High-Frequency Words/Vocabulary

Approaching

Circle the word that completes the sentence.

1. We play ___ day.
   (every) people

2. This doll is made ___ sticks and paper.
   people (from)

3. Put them ___ the box.
   (into) soon

4. Is this ___ hat?
   (your) soon

5. ___ make things.
   (People) Your

6. We will make bags ___.
   (soon) your

On-Level

Match each sentence to the picture that it explains.

1. Is this **your** brush?
2. Put the dolls **into** the box.
3. The **people** sing the song.
4. We will make a kite **soon**.
5. **Every** sock has dots.
6. The gift is **from** Mom.

a.

b.

c.

d.

e.

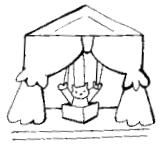
f.

Beyond

Circle the correct word and write it on the line.

1. ___People___ have fun at the show.
   (People) Into

2. A cat jumps ___into___ a box.
   (into) soon



3. A frog comes ___from___ the side.
   (from) every

4. ___Your___ dad thinks the show is funny.
   Into (Your)

5. The show makes ___every___ child smile.
   people (every)

6. The show is over too ___soon___!
   (soon) into

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Grammar: Past-Tense Verbs

Approaching **On-Level** **Beyond**

A past-tense verb tells about action that happened in the past.

Examples: The sun **set**.

The boys **washed** up.

Then they **jumped** into bed.

Put a check next to the sentence that tells about the past. Circle the past-tense verb.

1. Sam made a shape with his hands. ✓

   Sam makes a shape with his hands.

2. Chuck watches him

   Chuck watched him. ✓

3. Sam shows Chuck a dog shape.

   Sam showed Chuck a dog shape. ✓

4. Chuck liked that one best. ✓

   Chuck likes that one best.

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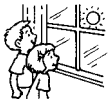
Structural Analysis: Inflectional Ending: -*es*

Approaching

Underline the word that completes each sentence. Write the word on the line.

1. What can we do today?
   What Why



2. Pat watches the cat.
   fetches watches

3. Ben catches the cat.
   catches munches

4. The day passes fast!
   plays passes

On-Level

You can add **-s** or **-es** to name more than one person or thing.

Circle the word in each group that names more than one. Write it on the line.

1. watch (watches) what — watches
2. (inches) pitch inch — inches
3. such lunch (lunches) — lunches
4. catch (patches) patch — patches
5. (kisses) miss kiss — kisses
6. less (dresses) dress — dresses

Beyond

A. Write ch, wh, or tch to complete each word. Then add -es to name more than one. Write the new word.

1.
   sti tch

2.
   wa tch

3.
   stitches

4.
   watches

B. Write letters to make a new word. Name one and more than one.
Possible responses:

5. ben ch
6. ben ches

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Phonics: Digraphs: *ch*, *tch*, *wh*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:
- ● A. like
- ○ B. liek
- ○ C. lik

1.
- ○ A. cihn
- ○ B. chinn
- ● C. chin

2.
- ○ A. whae
- ● B. whale
- ○ C. hwal

3.
- ○ A. yure
- ○ B. yor
- ● C. your

4.
- ● A. chop
- ○ B. chopp
- ○ C. cohp

5.
- ○ A. whipp
- ● B. whip
- ○ C. hwip

On-Level

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.

1.
- ○ cach
- ○ cacth
- ● catch

2.
- ○ chopp
- ○ cthop
- ● chop

3.
- ○ cin
- ● chin
- ○ chinn

4.
- ● whale
- ○ wael
- ○ whall

5.
- ○ whipe
- ● whip
- ○ wiph

6.
- ○ yor
- ○ yur
- ● your

7.
- ● from
- ○ fromm
- ○ fomr

8.
- ○ mathc
- ● match
- ○ macht

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:
- ○ A. liek
- ○ B. lik
- ● C. like

Sample B:
- ○ A. ridde
- ● B. ride
- ○ C. ried

1.
- ○ A. mach
- ○ B. macht
- ● C. match

2.
- ○ A. chickne
- ○ B. chiken
- ● C. chicken

3.
- ● A. chin
- ○ B. chinn
- ○ C. hcin

4.
- ○ A. hwale
- ○ B. whall
- ● C. whale

5.
- ● A. whip
- ○ B. hwip
- ○ C. whipp

6.
- ○ A. whihc
- ○ B. wich
- ● C. which

7.
- ● A. chop
- ○ B. chup
- ○ C. chopp

8.
- ● A. catch
- ○ B. cacht
- ○ C. cach

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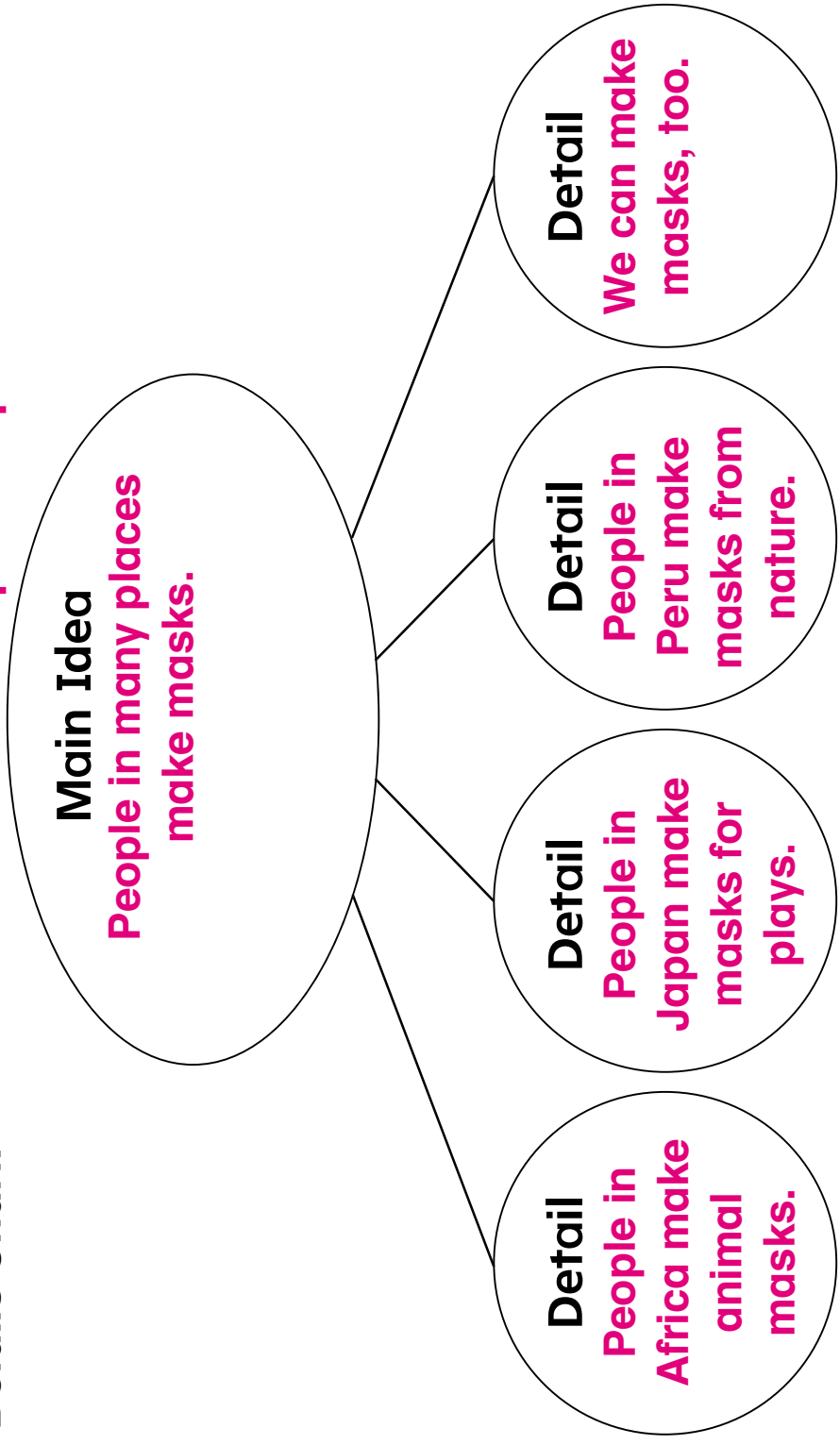
Comprehension: Main Idea and Details Chart

Approaching **On-Level** **Beyond**

As you read Masks! Masks! Masks!, fill in the Main Idea and Details Chart. **Possible responses provided.**



How does the information you wrote in this Main Idea and Details Chart help you retell Masks! Masks! Masks!?

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Comprehension: Main Idea and Details

Approaching

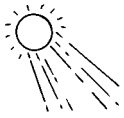
The **main idea** tells the most important idea in a story.
Details are small pieces of information in a story.

Underline the sentence that tells the main idea of each picture. Circle the sentence that tells a detail.

1. The girl is hot.
   The girl has a fan.

2. Tim is a boy.
   It is night.

3. The sun makes light.
   The sun is big.



4. The girl is asleep.
   She sleeps with a bear.

On-Level

The **main idea** is the most important idea in the story.
Details are small pieces of information in a story.

A. Read this story.

We went out.
We sat in the sun.
We ate lunch.
The sun went down.
It was a fun day!

B. Write M if the sentence tells the main idea.
Write D if it tells a detail.

1. We sat in the sun. D
2. The sun went down. D
3. We ate lunch. D
4. It was a fun day! M

Beyond

Look at the picture.

Write the main idea of the picture.
Possible responses below.

1. The boy goes to bed.

Now write three details from the picture.

2. The boy has a teddy bear.
3. The dog jumps on the bed.
4. The boy has a pet fish.

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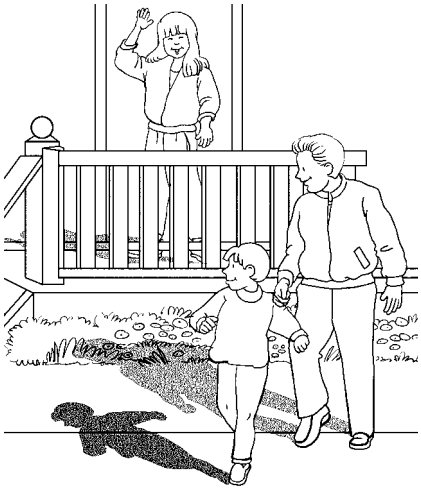
Grammar: Past-Tense Verbs

Approaching **On-Level** **Beyond**

Read the story. Circle the letters that should be capital letters. Underline four verbs that should be past tense. Write the verbs in the past tense on the lines below.

Dad and james went for a walk. They walk past fitch lane. Miss chin yell hello to them. They wave to her. The sun was going down. James look back. "I can see my shadow!" he said.



The order of answers may vary.

1. walked
2. yelled
3. waved
4. looked

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Fluency: Choral Read: Intonation

Approaching

Read the words and sentences below.

white

much

watch

branch

people

Five people are in a line.

A snake is on the tree branch.

Two white mice are on a box.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to the dialogue.

I did not want to play with Sam. So, I went to
12 see Mom and Dad.
16 "Mom," I said. "How can I play? Sam will
25 not stop. He does just what I do."
33 "He's just a little kid," Mom said.
40 "He's just little," Dad said.
45 I said, "So, can he play with you?"
53 "He can," they said. 57

Comprehension Check

1. What does Sam like to do? **Sam likes to imitate the narrator.**

2. How do Mom and Dad try to help? **They say Sam can play with them.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the question marks.

Dad said, "June, watch your little brother
07 while I do some work."
12 "He's only three. What can he do?" asked June.
21 "I have new shoes," said Tim. "I can run very fast."
32 "I have an idea," said June. "I'll make a
41 racetrack for you."
44 Joan put some white plastic cones in the yard.
53 She said to Tim, "Run around every cone.
61 I'll time you with my watch. We'll see how fast
71 you can run."
74 When Tim was done, he asked, "How fast did I go?"
85 "Very fast!" said June. "I'm going to make a blue
95 ribbon for you!" 98

Comprehension Check

1. What did June make in the yard? **She made a racetrack.**

2. Why is June going to make a blue ribbon for Tim? **He ran very fast.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Study Skill: Periodicals and Newspapers

Approaching

The name of a magazine is the **title**.
Most magazines have **pictures** on the **cover**.

Circle Yes or No for each sentence.

1. The title of the magazine is Let's Make Things.
   Yes No

2. The cover has a picture.
   Yes No

3. The girl makes a doll in the picture.
   Yes No

4. The magazine tells things to make.
   Yes No

On-Level

The **title** of a magazine is on the cover.
There are **articles** inside the magazine.

Use the magazine cover and article to answer the questions. Possible responses provided.

1. What is the title of the magazine?
   Fun with Crafts

2. What is on the cover?
   a birdhouse, things for making a birdhouse

3. What is the title of the article?
   How to Make a Drum

4. What could the article be about?
   How to make a drum

Beyond

A. Make a cover for a magazine about things you can make. Illustrate it.

Responses will vary.

B. What could you put in your magazine?

Responses will vary.

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Phonics: Long *o*: *o_e*, Long *u*: *u_e*

Approaching

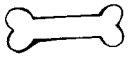
Look at the pictures.

The letters **o_e** stand for the middle sound in **rope**.

The letters **u_e** stand for the middle sound in **cube**.

Write the letters o or u and final e to complete each word. Draw a line from each picture to its name.

1. t u b e
2. b o n e
3. r o s e
4. m u l e



On-Level

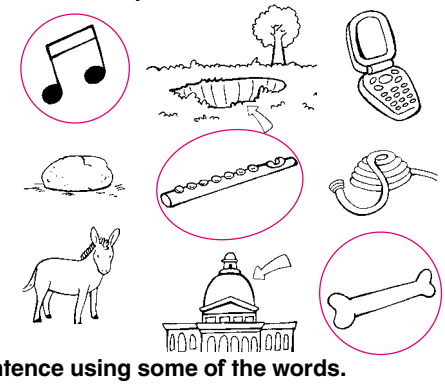
Look at the pictures.

The letters **o_e** stand for the middle sound in **rope**.

The letters **u_e** stand for the middle sound in **cube**.

Read the word. Circle the picture that it names.

1. note
2. flute
3. bone



4. **Write a sentence using some of the words.**

Possible response: I can play a note on the flute.

Beyond

Circle the word that completes each sentence. Write it on the line.

1. Ted can sing a tune.
   tune home cube
2. You can smell with your nose.
   hope nose mule
3. The dog dug a hole.
   hole rule vote
4. The little cat is very cute.
   bone tube cute
5. Jim dove into the waves.
   rude dove mole
6. Can you play some notes on the flute?
   smoke flute rose

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Phonics: Long *o*: *o_e*, Long *u*: *u_e*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. nose
	2. _____	2. note
	3. _____	3. cute
	4. _____	4. cube
Review Words	5. _____	5. chop
	6. _____	6. whip
High-Frequency Word	7. _____	7. old

On-Level

joke	nose	note	woke	cute
cube	chop	whale	old	new

Read each row of words. Put an X on the word that does not belong.

1. cube	cute	new
2. joke	woke	match
3. chop	note	nose
4. whale	old	whip
5. few	chin	new
6. nose	which	joke

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. joke
	2. _____	2. nose
	3. _____	3. note
	4. _____	4. woke
	5. _____	5. cute
	6. _____	6. cube
	7. _____	7. close
	8. _____	8. spoke
Review Words	9. _____	9. chop
	10. _____	10. whale
High-Frequency Words	11. _____	11. old
	12. _____	12. new

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High-Frequency Words/Vocabulary

Approaching

Draw a line to the word that completes the sentence.

1. We _____ on a home for Rags.
2. I hope Rags likes his _____ home.
3. The _____ one fell down.
4. Can you _____ the saw?
5. We will be _____ soon.
6. Rags will use his new home _____ his walk.

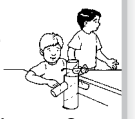
find
old
work
new
after
done

On-Level

A. Write the word that completes each sentence.

find after old new

1. Dad has new socks for _____



Kim because hers are old.

2. Can you help me find my glasses?
3. We go to the park after school.

B. Match the word to its meaning.

4. done — to do a job
5. work — finished

Beyond

Use words from the box to complete the story.

find	after	done
old	new	work

My New Robot

My old robot does not work anymore.

I will make a new one. I will use the _____ _____ old parts. I find the old robot in my toy chest. I work very hard after school. Now I am finally done.

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Grammar: *Is* and *Are*

Approaching **On-Level** **Beyond**

The verbs **is** and **are** tell about the present.

Is tells about one person, place, or thing.

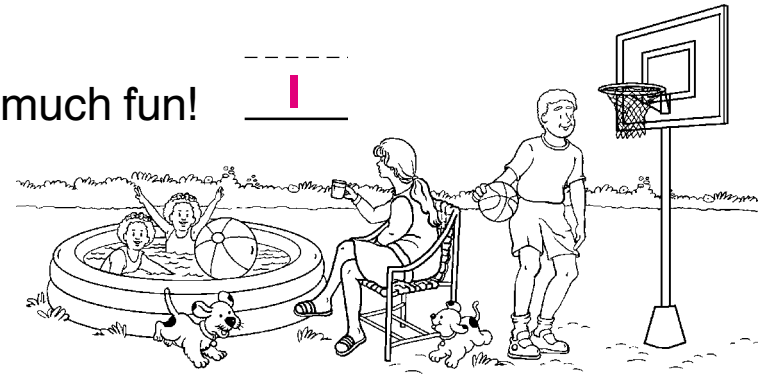
Are tells about more than one person, place, or thing.

Examples: Dad **is** there.

The cats **are** here.

Circle the verb in each sentence. Write 1 if the verb tells about one. Write 2 if the verb tells about more than one.

1. Mom is out back. 1
2. Our two dogs are with her. 2
3. The twins are in the water. 2
4. Mom is on a chair. 1
5. This game is so much fun! 1



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Structural Analysis: Silent Letters *kn/gn/wr*

Approaching

Sometimes when two letters are together in a word, one letter is silent. The letters **kn** and **gn** make the /**n**/ sound. The **k** in **kn** is silent. The **g** in **gn** is silent. The letters **wr** make the /**r**/ sound. The **w** is silent.

A. Circle the word that names each picture. Write the silent letter on the line.

1.
   gnaw
   gnat
   gnu
   g

2.
   knee
   knit
   knife
   k

B. Circle the word with the silent letter. Write the word on the line. Draw a box around the silent letter.

3. wrap warp warm wrap
4. sing sign sag sign
5. worm wren went wren
6. knit kite nape knit

On-Level

In some words, the letter ***k, g,*** or ***w*** is silent.
Mary **k**nits. Bob reads the si**g**n.

Write the word from the box that fits each clue. Then circle the silent letter in each word.

wren	gnat	knee	knapsack
gnaw	write	knife	wrist

1. This is a kind of bug. gnat
2. This body part is near your hand. wrist
3. This is also called a backpack. knapsack
4. You do this with a pencil. write
5. This is in the middle of your leg. knee
6. You use this to cut food. knife

Beyond

A. Cross out the silent letter in each word.

gnu	design	wren	wrote
knife	gnome	knead	wrong
gnash	knot	wrist	write
know	wring	kneel	gnarled
gnat	knob	knapsack	gnaw
knee	sign	assign	

B. Write the word from the list that fits each clue. Then circle the silent letter in each word you write.

1. A car should stop at a stop sign.
2. A gnat is a very small insect.
3. A knife is a tool you use to cut.
4. If it is not correct, it is wrong.
5. Your knee is part of your leg.
6. Do you know the answer?

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Phonics: Long *o*: *o_e*, Long *u*: *u_e*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. cat
- ○ B. catt
- ○ C. catte

1. ● A. nose
- ○ B. noes
- ○ C. noz

2. ○ A. coote
- ● B. cute
- ○ C. ctue

3. ● A. cube
- ○ B. cbue
- ○ C. cueb

4. ● A. note
- ○ B. nte
- ○ C. ntoe

5. ○ A. oled
- ○ B. owld
- ● C. old

On-Level

Circle the word in each row that is spelled correctly.

1.	nos	(nose)	nsoe
2.	(chop)	hcop	hcpo
3.	whal	hwale	(whale)
4.	(cube)	cbue	cueb

Write the spelling words that rhyme with poke.

5. joke woke

Write the spelling words that end with the same sound as late.

6. note cute

Write the spelling words that are opposites.

7. old new

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. fix
- ○ B. fiks
- ○ C. fics

1. ○ A. cueb
- ○ B. cyub
- ● C. cube

2. ● A. joke
- ○ B. jok
- ○ C. joek

3. ● A. nose
- ○ B. noes
- ○ C. nos

4. ○ A. cte
- ○ B. cuet
- ● C. cute

5. ● A. woke
- ○ B. woek
- ○ C. wke

6. ● A. note
- ○ B. noot
- ○ C. noet

7. ○ A. cloz
- ○ B. clos
- ● C. close

8. ○ A. spoek
- ● B. spoke
- ○ C. spok

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Comprehension: Conclusion Chart

Approaching **On-Level** **Beyond**

As you read Rose Robot Cleans Up, fill in the Conclusion Chart.

Inference
Rose wants to make something out of old junk.

Inference
Rose has made stuff out of junk before.

Conclusion
Rose has a lot of ideas. She is very creative.

Inference
Rose is going to make something else out of junk.

Inference
Rose is making something that her parents will approve of.

Conclusion
Rose doesn't want her parents to be upset. She knows she shouldn't have a messy room.

How does the Conclusion Chart help you better understand Rose Robot Cleans Up?

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Comprehension: Draw Conclusions

Approaching

You can use what you read and what you already know to help you **draw conclusions**.

Circle the picture that answers the question.

1. The pond is frozen. What can Luke do?

2. The girls have pet dogs. What can they do?

3. Jane is late. What can she do?

On-Level

You can use what you read and what you already know to help you **draw conclusions**.

Read each story. Draw a conclusion about the characters. Then fill in the circle of the sentence that makes the most sense with the story.

1. Jane bikes to school. She likes to run races. She has fun jumping rope. Jane plays ball with her pals, too.

- ● Jane is in good shape.
- ○ Jane likes to take care of dogs.

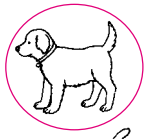
2. Luke helps out at a home for older people. He helps them walk. He tells them funny jokes.

- ○ Luke is like the older people.
- ● Luke likes to help older people.

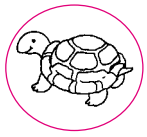
Beyond

Read the riddles. Draw a conclusion from the clues. Circle the answer.

1. I have four legs and a tail.
   I like to play with a ball.
   Pat me and take me for walks.
   But I can't climb trees.
   What am I?



2. I live in the water.
   I do not have fins.
   I can move fast in the water.
   I do not move fast on land.
   I can hide in my shell.
   What am I?



3. **Create your own riddle.**

Responses will vary.

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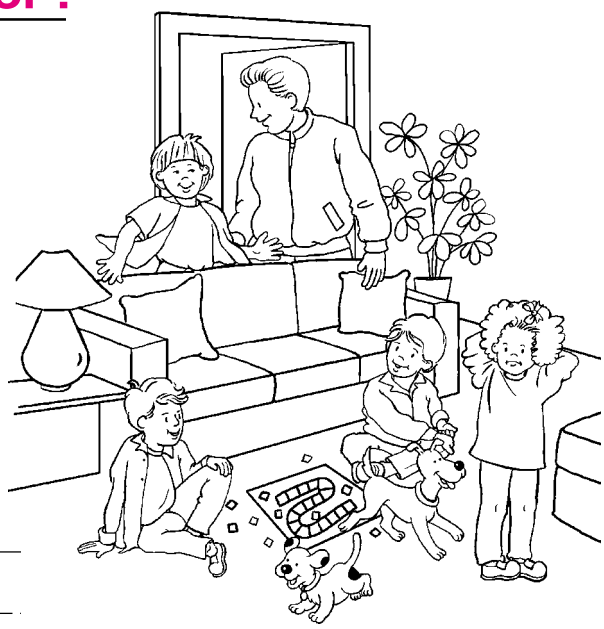
Grammar: Proofreading

Approaching **On-Level** **Beyond**

Find the mistakes. Cross out the verb if it is wrong. Write the correct verb above it. Circle any letters that should be capital. Add the correct end mark if one is missing. (Hint: Each sentence has two mistakes.)

1. The little kids ~~is~~ are in the den . _____
2. don't let the dogs in here . or ! _____
3. hide the game, quick ! _____
4. it ~~are~~ is too late. _____
5. the dogs ~~is~~ are on our game! _____
6. This ~~are~~ is not that funny . or ! _____



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Fluency: Choral Read: Intonation

Approaching

Read the words and sentences below.

nose

hole

those

used

old

The pup pokes its nose into a hole.

June has an old hat.

Rose used tape to fix the mask.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to the exclamation marks.

What animal is small like a rat and lives
09 in a hole like a hare?
15 A mole! A mole is a small animal that
24 digs a hole with its teeth. It uses its nose
34 to find its lunch! A mole likes to sniff out
44 bugs and grubs to eat. In its hole, a mole
54 makes a nest with grass and sticks. You can
63 find moles in flat lands with grass! 70

Comprehension Check

1. Where does a mole live? **A mole lives in a hole.**
2. What does a mole eat? **A mole eats bugs and grubs.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the exclamation marks.

Mole poked his head into a hole.
07 The hole went down into his home.
14 He saw two bright eyes. "Who is in my hole?" he asked.
26 "It's me," said a small fox.
32 "You can't be in my hole. Please leave! Get out!" said Mole.
44 "This is a very nice place," said the small fox.
54 "Maybe we can share it."
59 "You are a small fox, but you are way too big
70 for my hole!" said Mole.
75 "Let's work together. We will dig a new hole for you
86 near mine," said Mole. 90

Comprehension Check

1. Who was in Mole's hole? **Fox was in Mole's hole.**
2. Why did Mole want Fox to leave his hole? **He was too big.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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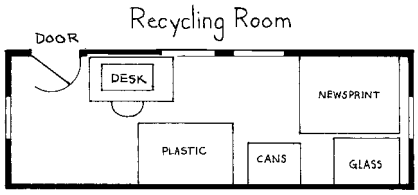
Text Feature: Floor Plan

Approaching

A **floor plan** is a drawing that shows where things are in a room.

Use the floor plan to answer the questions.



1. How many recycling bins do you see?
   1 2 3 4

2. Which bin is used for ?
   glass cans newsprint

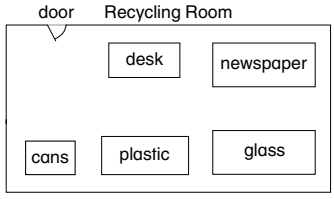
3. Which bin is used for ?
   plastic cans newsprint

4. Where can you ask for help?
   plastic desk newsprint

On-Level

A **floor plan** is a drawing that shows where things are in a room.

Use the floor plan to complete each sentence.

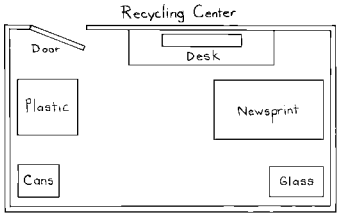


1. The cans bin is next to the plastic bin.
2. If you can't tell which bin something goes in, ask for help at the desk.
3. Put in the glass bin.
4. These go in the newspaper bin.
5. The smallest bin is for cans.

Beyond

A **floor plan** shows where things are in a room.

Use the floor plan to complete the sentences.



1. There are four bins in the Recycling Center.
2. The bin for cans is next to the plastic bin.
3. The bin for newsprint is the largest.
4. The smallest bin is for cans.
5. If you need help, go to the desk.

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Phonics: 3-Letter Blends

Approaching

Three consonants can form a blend. You can hear each consonant sound in a blend.

s c r = scr
scratch

s p l = spl
splash

s p r = spr
spring

Circle the word that completes the sentence.

1. The ducks like to _____ in the water.
   splash splint

2. The cat is _____.
   spring striped

3. This girl has a _____.
   scratch scruff

4. I like to play outside in the _____.
   scrape spring

On-Level

Three letters can form a **blend**.
Listen for all three consonant sounds in each blend.

spring **scr**atch **spl**ash

Write the new word on the line.
Connect the word to the matching picture.

1. scr + atch = scratch
2. str + ipe = stripe
3. spr + ing = spring
4. spl + it = split

Beyond

scr str spr spl

Use the blends in the box to make words. You may use a blend more than once.

1. spl ash
2. spr ing
3. scr atch
4. spl it
5. str ing
6. spr inkles
7. str ipes

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Spelling: 3-Letter Blends

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. split
	2. _____	2. splash
	3. _____	3. scrub
	4. _____	4. scrap
Review Words	5. _____	5. nose
	6. _____	6. cute
High-Frequency Word	7. _____	7. girl

On-Level

strike	string	splash	split	scrub
scrap	nose	cute	does	girl

Read each row of words.
Put an X on the word that does not belong.

1.	splash	split	spill
2.	take	cute	mute
3.	string	skip	strike
4.	hose	slid	nose
5.	school	scrub	scrap
6.	girl	grand	whirl

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. strike
	2. _____	2. string
	3. _____	3. splash
	4. _____	4. split
	5. _____	5. scrub
	6. _____	6. scrap
	7. _____	7. throne
	8. _____	8. thrill
Review Words	9. _____	9. nose
	10. _____	10. cute
High-Frequency Words	11. _____	11. does
	12. _____	12. girl

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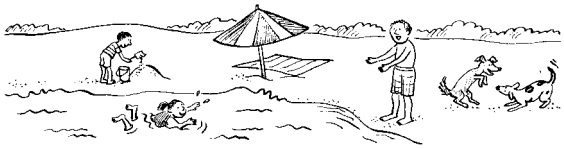
High-Frequency Words/Vocabulary

Approaching



Circle the word that completes each sentence.

1. The ___girl___ likes to swim.
   girl does
2. She gets wet in the ___water___.
   any water
3. The ___boy___ makes a hill.
   boy by
4. The dog ___does___ not get wet.
   does friend

On-Level

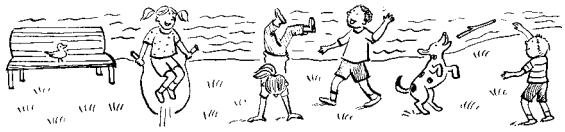
Match each sentence to the picture that it explains.

1. The **girl** can do lots of tricks.
2. The dog jumps into the **water**.
3. Will my **friend** drop the books?
4. **Does** the **boy** have fun with that rope?
5. The kids have fun **by** the lake.
6. Can you have **any** fun with a pet?

a.
b.
c.
d.
e.
f.

Beyond

any boy girl water does friend by



Write the word or words to complete each sentence.

1. The ___girl___ has fun jumping rope.
2. Her pal ___does___ tricks on the grass.
3. The boy walking ___by___ waves his hand.
4. He is her ___friend___.
5. A ___boy___ plays with his dog.

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Grammar: Contractions with *not*

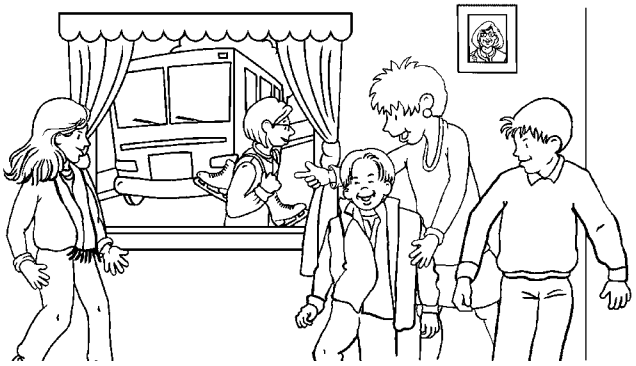
Approaching **On-Level** **Beyond**

A contraction is a short way of saying and writing two words.

Two words:	**are not**	**does not**
	↓	↓
Contractions:	**aren't**	**doesn't**

Draw a box around the contractions you find.

1. We can't go skating now.
2. Gram wasn't on the bus.



3. I didn't see her.
4. Why hasn't Gram called?
5. Isn't that Gram?

6. I couldn't find my skates.

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Structural Analysis: Inflectional Endings: *-ed*, *-ing*

Approaching

When you add **-ing** or **-ed** to a word that ends with a vowel and a consonant, double the final consonant.

run + ing = ru**nn**ing Sam is **running** down the hill.
sip + ed = si**pp**ed Nan **sipped** the water.

Change each word to complete the sentence. Double the final consonant.

1. Mike slipped on the ice on the pond.
   slip + ed =

2. We are winning the ball game today.
   win + ing =

3. Sam likes petting the three funny pups.
   pet + ing =

4. We stopped at the shop.
   stop + ed =

On-Level

When you add **-ed** or **-ing** to a word that ends with a vowel and a consonant, double the final consonant.

run + ing = ru**nn**ing My dog is **running** fast.
chop + ed = cho**pp**ed Sam **chopped** the log.

Read the sentence. Write the correct form of the word in the sentence.

1. Mike is hitting the ball with a bat.
   hit

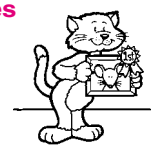
2. The girl chipped the nice red mug.
   chip

3. The kids are putting the parts of the kite together.
   put

4. My dog just tipped over his dish.
   tip

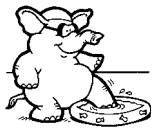
Beyond

Add the ending to the word. Write the new word on the line. Then use the word in a funny sentence about the picture. Possible responses provided.



1. win + ing = winning

The cat has the winning picture.



2. dip + ing = dipping

The elephant is dipping his toe in the water.

3. flip + ing = flipping

The cow is flipping the pancake.

4. slip + ed = slipped

The bunny slipped on the ice.

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Spelling: 3-Letter Blends

Approaching

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- ○ A. noos
- ● B. nose
- ○ C. noze

1.
- ● A. splash
- ○ B. spash
- ○ C. splahs

2.
- ○ A. slpit
- ● B. split
- ○ C. spllit

3.
- ○ A. scrapp
- ○ B. scrp
- ● C. scrap

4.
- ● A. scrub
- ○ B. srub
- ○ C. srcub

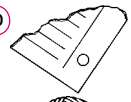
5.
- ○ A. gril
- ● B. girl
- ○ C. gurl

On-Level

A. Circle the spelling word that is spelled correctly.

1. (scrub) brusc

2. pascr (scrap)



3. trings (string)

4. (splash) plashs

B. Pick a letter from the box to correctly write a spelling word.

k	e	l	r

5. gi __r__ l

6. stri __k__ e

7. do __e__ s

8. sp __l__ it

Beyond

Look at each set of words. One word in each set is spelled correctly. Use a pencil to fill in the circle in front of that word. Sample A is done for you.

Sample A:

- ● A. nose
- ○ B. noes
- ○ C. noze

1.
- ○ A. skrub
- ● B. scrub
- ○ C. srucb

2.
- ○ A. sttrike
- ● B. strike
- ○ C. srtike

3.
- ● A. string
- ○ B. strink
- ○ C. strnig

4.
- ○ A. scrpe
- ○ B. srcap
- ● C. scrap

5.
- ○ A. trhone
- ○ B. thron
- ● C. throne

6.
- ○ A. thril
- ● B. thrill
- ○ C. trhil

7.
- ○ A. slpit
- ○ B. splitt
- ● C. split

8.
- ● A. splash
- ○ B. splahs
- ○ C. slpash

9.
- ● A. does
- ○ B. deos
- ○ C. dosse

10.
- ○ A. girll
- ○ B. gerl
- ● C. girl

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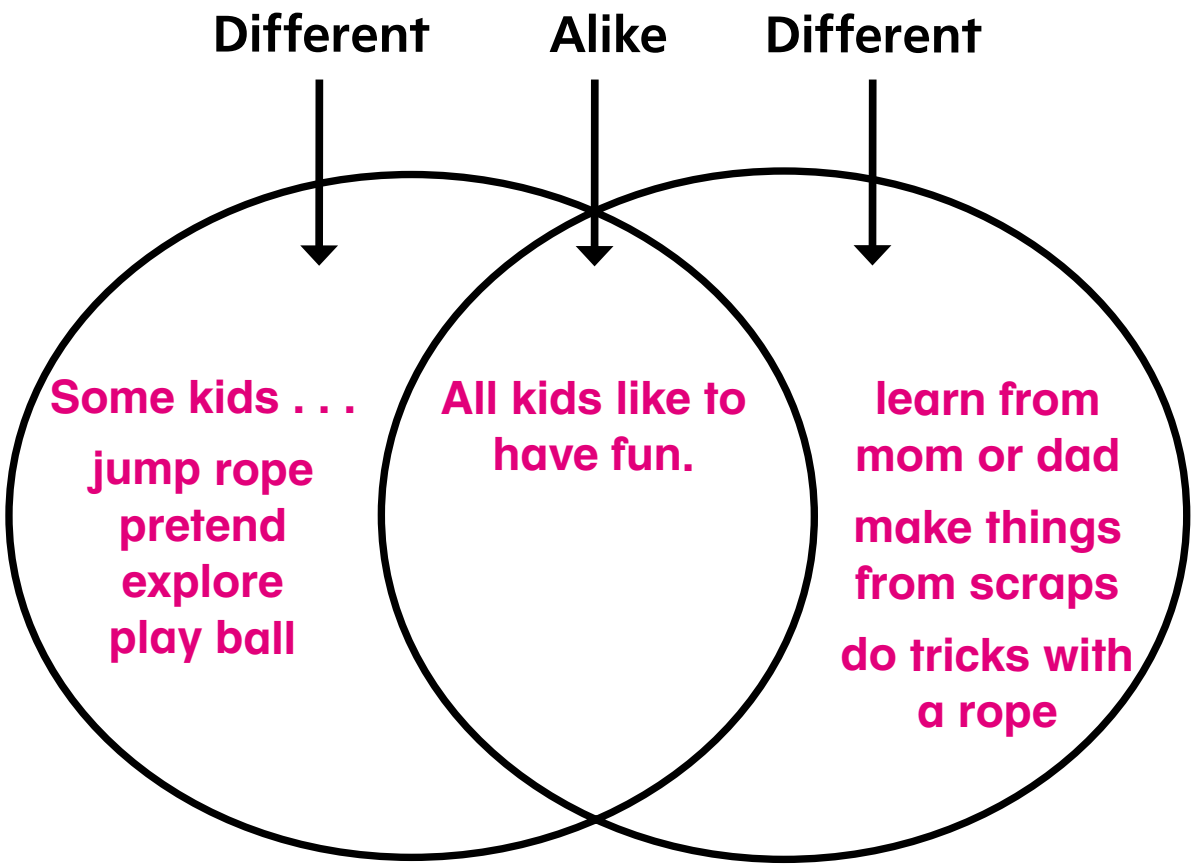
Comprehension: Compare and Contrast Chart

Approaching **On-Level** **Beyond**

As you read Kids Have Fun!, fill in the Compare and Contrast Chart.



How does the Compare and Contrast Chart help you better understand Kids Have Fun!?

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Comprehension: Compare and Contrast

Approaching

When you **compare** two things, you see how they are **alike**.

When you **contrast** two things, you see how they are **different**.

Color the picture pairs that are alike.

Circle the picture pairs that are different.

1.
color

2.
color

3.

4.

5.
color

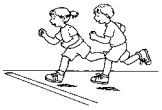
6.
color

On-Level

When you **compare** two or more things, you tell how they are **alike**.

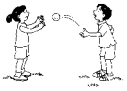
When you **contrast** two or more things, you tell how they are **different**.

Color the picture if the sentence tells how two or more things are alike.

1. Jan and Fred run fast. 
color

2. Tom has a red cap. Bess has a black cap.
no color

3. One cat is little. One cat is big.
no color

4. Sid and Sal play ball. 
color

5. All the kids go to school.
color

6. Both girls like to play.
color

Beyond

Compare and contrast these pictures.

1. Is the number of kids the same? no

2. Is the number of dogs the same? yes

3. Is the number of pets the same? no

Tell other ways the pictures are alike and different.

Possible responses: Both pictures show families working together. One family is raking leaves, and the other is shoveling snow.

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Grammar: Contractions with *not*

Approaching **On-Level** **Beyond**

A **contraction** is a short way of writing and saying two words.

Use an **apostrophe** (’) to take the place of letters that are left out of a contraction.

Circle the contractions that are not correct.
Write the contractions correctly.
Write C if the contraction is correct.

1. Mom doesnt’ like us to be late. doesn’t
2. You arent going to miss the bus! aren’t
3. The bus isnt here yet. isn’t
4. It wasn’t on time. C
5. We are glad it did’nt splash us. didn’t

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Fluency: Choral Read: Intonation

Approaching

Read the words and sentences below.

throne

splash

spray

string

water

The cat plays with a ball of string.

The king sits on a throne.

Three ducks splash in the water.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to punctuation.

	People all over like holidays. People come
07	together to do things on holidays. People
14	have holiday fun! What do people do on holidays?
23	Today people give thanks for the things they
31	have. They have lots of good things to eat.
40	Today boys and girls get together at a
48	show. It is fun when they sing holiday songs at the show.
60	What things do you do on holidays? 67

Comprehension Check

1. Why do people like holidays? **People like holidays because they get together and have fun.**
2. What do the boys and girls do at the holiday show? **They sing holiday songs.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the questions in the story.

	Holidays are fun. There are many different holidays.
08	On one holiday, people give thanks for what they have.
18	Do you know what that holiday is called?
26	On another holiday, there are always lots of parades.
35	Sometimes fire trucks in a parade will spray
43	water on boys and girls. What is that holiday called?
53	Have you ever heard of a holiday called Arbor Day?
63	It's a day when people plant new trees in dirt.
73	A birthday can be like a holiday.
80	What is your favorite holiday? 85

Comprehension Check

1. Why do people like holidays? **Holidays are fun.**
2. What do people do on Arbor Day? **They plant new trees in dirt.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Literary Element: Word Choice

Approaching

Writers choose interesting and colorful words when they write poems.

See the **soft red** .

Match the descriptive words to the pictures.

1. two, small
2. red, fast
3. soft, little
4. one, black
5. three, big
6. hot, wet

On-Level

Writers use interesting and colorful words.
The **fluffy white** clouds float in the sky.

Circle the two words that a writer could use to describe each picture.

1. (fast) soft (red)
2. many (little) (wet)
3. black (one) (hot)
4. (three) (big) hot
5. (little) (many) big
6. (hot) stink (yummy)

Beyond

Add a word to make these sentences more interesting or colorful. **Possible responses below.**

1. The **little** boat bobs on the water.
2. The **black** cat purrs softly.
3. The grass is tall and **damp**.
4. The **sweet** smell fills the air.
5. Clank! Clank! The **huge** train chugs down the track.
6. The **silent** bat dives in the night.
7. The **green** frog jumped into the pond.

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Phonics: Long *a*: *ai*, *ay*

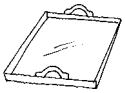
Approaching

Read the words. The letters **ay** and **ai** stand for the **long /a/** sound.

Jay Gail

clay sail

Circle the word that names each picture.
Write the word on the line.

1. 

tray play

tray

2.

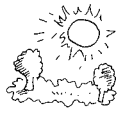
train tail

tail

3.

rain raid

rain

4. 

bay day

day

On-Level

The letters **ay** and **ai** stand for the **long /a/** sound.

Use a word from the box to complete each sentence.

snail	pay	paint	clay

1. Ray will use some clay.

2. He will paint the vase gray.

3. She will pay for the tray.

4. A snail is on the pail.

Beyond

Use words from the box to complete each question.

trail	Jay	play	Spain	snail	train	tray

1. Will it rain in Spain today?
2. Was it Jay who broke that tray?
3. Can Min play outside with us?
4. Is that a snail on the gray pail?
5. We took a long ride on a train.
6. We will take a walk along the trail.

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Spelling: Long *a*: *ai*, *ay*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. mail
	2. _____	2. main
	3. _____	3. pay
	4. _____	4. rain
	5. _____	5. way
	6. _____	6. day
Review Words	7. _____	7. scrub
	8. _____	8. split
High-Frequency Words	9. _____	9. walked
	10. _____	10. eight

On-Level

mail	rain	chain	way	play
day	split	string	walked	eight

Use the clues to write a spelling word on the line.

1. starts like **splash** + sounds like **hit** split
2. starts like **want** + sounds like **say** way
3. starts like **dog** + sounds like **say** day
4. starts like **chin** + sounds like **main** chain
5. starts like **make** + sounds like **pail** mail

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. mail
	2. _____	2. chain
	3. _____	3. play
	4. _____	4. rain
	5. _____	5. way
	6. _____	6. day
	7. _____	7. snail
	8. _____	8. gray
Review Words	9. _____	9. string
	10. _____	10. split
High-Frequency Words	11. _____	11. walked
	12. _____	12. eight

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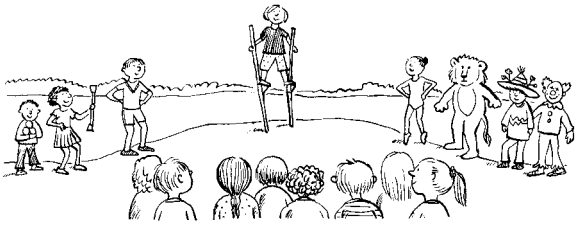
High-Frequency Words/Vocabulary

Approaching



Circle the word that completes the sentence.

1. ___ we put on a show.
   (Once) Upon
2. ___ of us did the show together.
   Carry (Eight)
3. We made a stage ___ a hill.
   (upon) saw
4. We had to ___ things to the stage.
   (carry) upon
5. Pam ___ on stilts.
   upon (walked)
6. Jack did jumps ___ the stage.
   (across) eight
7. All our friends ___ the show.
   (saw) once

On-Level

Write a word from the box to complete each sentence.

once upon carry eight across saw walked

1. Once there were two chipmunks.
2. They saw some nuts to eat.
3. The nuts were across the river.
4. The chipmunks wanted to carry the nuts back.
5. They walked on a log.
6. They put the nuts upon their heads.
7. They made eight trips.

Beyond

once upon saw across eight carry walked

Read the words in the box.
Read the clue cards. Write the word.

1. on ? ? ? — upon
2. less than nine ? ? ? — eight
3. did not run ? ? ? — walked
4. in the past ? ? ? — once
5. not drop ? ? ? — carry
6. over there ? ? ? — across

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Comprehension: Predictions Chart

Approaching **On-Level** **Beyond**

As you read Drakes Tail, fill in the Predictions Chart.

What I Predict	What Happens
Drakes Tail will meet some friends on the way to see the king.	Drakes Tail meets Fox, Pond, and Hive and takes them in his bag to see the king.
Fox, Pond, and Hive will help Drakes Tail when they get to the palace.	Fox helps Drakes Tail out of the hen pen. Pond saves him from the fire. Hive chases away the king.
Drakes Tail won't get his money because the king has run away.	Drakes Tail doesn't get his money, but the people make him the king.

How does the Predictions Chart help you understand what happens in Drakes Tail?

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Comprehension: Make Predictions

Approaching

A **prediction** tells what might happen next.

What is next?

prediction

Draw a line under the correct picture.

1. What is next?
2. What is next?
3. What is next?
4. What is next?
5. What is next?

On-Level

A **prediction** is a guess about what will happen next.

There is pizza on a plate. A good **prediction** would be that someone will eat the pizza.

Draw a line connecting each sentence with the one that tells what will happen next.

1. The block falls down. — Tim will pick it up.
2. The frog sees a pond. — The vet will help.
3. A dog is sick. — It will hop in.
4. Dad gets a cake. — She will run fast.
5. Jan gets a doll. — She will play with it.
6. Peg is late for school. — He will eat it.

Make your own prediction.

7. Jake has a gift from his friend Meg.

_____

_____

Possible response: Jake will open it.

Beyond

Write a prediction about what will happen next.
Responses will vary.

1. A kid rides down a hill.

_____

_____

_____

2. A snake is under a tent.

_____

_____

_____

3. Two dogs see a cat.

_____

_____

_____

4. Mom makes a cake.

_____

_____

_____

5. Two kids are hot.

_____

_____

_____

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Grammar: *Was* and *Were*

Approaching **On-Level** **Beyond**

The verbs **was** and **were** tell about the past.

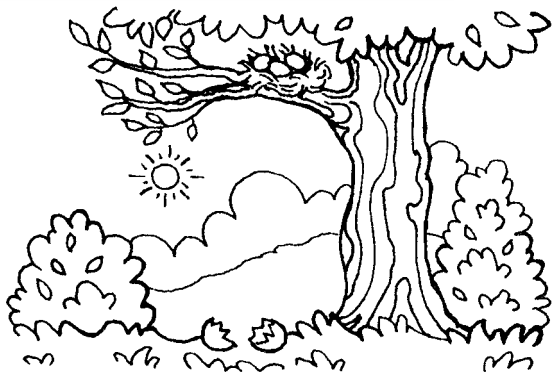
Was tells about one person, place, or thing.

Were tells about more than one person, place, or thing.

Examples: Little Red **was** in the nest.

Mom and Dad **were** there, too.

Circle the verb that belongs in the sentence.



1. The sun (was, were) up.
2. Three eggs (was, were) in the nest.
3. One egg (was, were) not in the nest.
4. Dad (was, were) away from the nest.
5. Mom and Little Red (was, were) on a branch.

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Phonics: Inflectional Endings: *-er*, *-est*

Approaching

Circle the word that completes each sentence. Then write the word.

1. A cat can run _____ than a duck.
   faster (faster) fastest

2. The big dog is the _____ dog on the block.
   faster (fastest)

3. That big bed is _____ than my bed.
   (softer) softest

4. I will take a nap on the _____ bed.
   softer (softest)

On-Level

Circle the word that completes each sentence. Then write the word.

1. A dog can run _____ than a cat.
   (faster) fastest

2. A cat can run _____ than a duck.
   (faster) fastest

3. The dog is the _____ of them all.
   faster (fastest)

4. That little bed is _____ than my bed.
   (softer) softest

5. The big bed is the _____ of them all.
   softer (softest)

Beyond

Read the word. Look at the picture. Then write a sentence about the picture using the word.

1. biggest **Possible responses:**
   My dog is the biggest one.

2. taller
   The pelican is taller than the hen.

3. fastest
   Who can run the fastest?

4. softest
   The little bed is the softest.

5. smaller
   Jane is smaller than Joe.

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Spelling: Long *a*: *ai*, *ay*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. scurb
● B. scrub
○ C. skrub

1. ● A. main
○ B. mayne
○ C. mayn

2. ○ A. da
○ B. dai
● C. day

3. ○ A. wai
○ B. wei
● C. way

4. ● A. rain
○ B. rian
○ C. rayn

5. ● A. mail
○ B. meil
○ C. mayl

6. ○ A. paie
● B. pay
○ C. paye

On-Level

A. Which word has the long a sound spelled correctly? Write the word on the line.

1. wai	way		way
2. rain	rayn		rain
3. day	dai		day
4. mayl	mail		mail
5. play	plai		play
6. chayn	chain		chain

B. Circle the word that is spelled correctly.

7. eagth	eiht	(eight)	
8. wakled	(walked)		wolked

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. pin
○ B. pinn
○ C. pinne

1. ○ A. graye
● B. gray
○ C. graie

2. ○ A. dai
● B. day
○ C. daie

3. ○ A. rane
● B. rain
○ C. rayn

4. ○ A. chayn
● B. chain
○ C. chane

5. ○ A. wai
● B. way
○ C. wea

6. ● A. mail
○ B. mayl
○ C. meyl

7. ○ A. smail
○ B. snale
● C. snail

8. ● A. play
○ B. plae
○ C. plaie

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Vocabulary Strategy: Multiple-Meaning Words

Approaching

A **dictionary** is a book that gives the meaning of words. Some words have more than one meaning.

left 1. Your body has a **left** side and a right side: Pick up the pen with your **left** hand. **2. left** comes from the word leave: Grandfather **left** on time.

right 1. Your body has a **right** side and a left side: Can you put it in your **right** hand? **2. Right** also means not having a mistake: He got all his math **right**.

Match the word to all the pictures that show its meanings.

1. left
2. right

A.

B.

C.

D.

On-Level

A **dictionary** is a book that gives the meaning of words. Some words have more than one meaning.

Read the definitions below.

bark 1. the outside cover of a tree: The **bark** on the tree fell off. **2.** to make the sound that a dog makes: His dog will **bark** at all cats.

seal 1. an animal that lives in the ocean most of the time and swims very well: The **seal** swam over the wave. **2.** to close something so that it can not be opened: I had to **seal** the box with tape to close it.

Choose the correct definition for the word. Fill in the circle.

1. bark	○ drop a pole	● be like a dog
2. bark	● on a tree	○ in a pot
3. seal	○ run away	● close a box very well
4. seal	○ a blue ship	● an animal that swims

Use a word from above in a sentence.

Possible response: You must seal the envelope before you send it in the mail.

Beyond

Some words have more than one meaning.

outside 1. the part of something that is out: My little brother colors **outside** of the lines. **2.** outdoors, or not inside: It is cold **outside** on the deck.

notice 1. to pay attention to something: Mom, did you **notice** the barn owl? **2.** a printed message to make something known: There was a **notice** that said "No running."

Choose the meaning of the underlined word that is used in the sentence. Write the number of the meaning on the line.

1. Maria and Pedro go outside and wave to Papa. 2
2. Did anyone notice the blue bird? 1
3. Did that man see the notice about no surfing? 2
4. The outside of the box is white. 1

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Fluency: Echo Read: Intonation

Approaching

As I read, I will pay attention to the questions.

Ray and Faith were walking.
05 Ray saw something on the trail.
11 It had a short fluffy tail.
17 Was it a rabbit? Maybe it was.
24 Faith saw something on the trail.
30 It was little and gray.
35 Was it a mouse? Maybe it was. 42

Comprehension Check

1. What animal has a short fluffy tail?
   A rabbit has a short fluffy tail.

2. What animal can be little and gray?
   A mouse can be little and gray.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to questions in the passage.

Hank and Fay have to work to make a trail
10 on the land.
13 Hank asks, "What do we do?"
19 "I will show you," says Fay. "We must cut down
29 all of the plants and shrubs in our way."
38 "Why do we have to do that?" asks Hank.
47 "Do you want to get a scrape or scratch from
57 a branch when you walk on this trail?" asks Fay.
67 "No way!" yells Hank.
71 Fay says, "Then we have to cut the plants on
81 our path."
83 "I see," says Hank. "Let's go!" 89

Comprehension Check

1. Why will Hank and Fay cut down the plants?
   They want to make a trail.

2. What will happen if they don't cut the plants down?
   They might get scraped or scratched.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the questions.

Dave and Mark were in the backyard after dark.
09 They were looking at the stars. All of a sudden,
19 Dave saw something dart across the yard.
26 "Did you see that wild animal?" he asked.
34 "It was black."
37 A few minutes later, Mark saw something in
45 the yard. "Did you see that wild animal?"
53 he asked. "It was white."
58 Just then, Dave asked, "Do you smell
65 something terrible?"
67 "I sure do!" said Mark. "I think we both saw
77 the same skunk!" 80

Comprehension Check

1. What were Dave and Mark doing in the backyard?
   They were looking at the stars.

2. Why did Dave and Mark think they had seen a skunk?
   They think they saw a skunk because there was a terrible smell.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: *Was* and *Were*

Approaching **On-Level** **Beyond**

Use **was** to tell about one.

Use **were** to tell about more than one.

Capitalize proper nouns.

Find four mistakes in the story. Circle the mistakes. Write the sentences correctly on the lines.

Hal lives on plum lane. Jon came to play. The two boys was out back. They saw a robin in a nest. Lots of bugs were in the grass. One bug were not nice. It wanted to bite hal on the nose.

1. Hal lives on Plum Lane.
2. The two boys were out back.
3. One bug was not nice.
4. It wanted to bite Hal on the nose.

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Text Feature: Captions

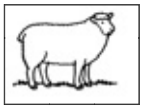
Approaching

Read the three captions below. Write the correct caption under each picture.

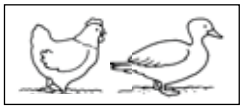
Hens and ducks lay eggs.

Cows, pigs, and goats live on farms.

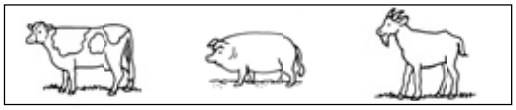
A sheep is a big animal.



1. A sheep is a big animal.



2. Hens and ducks lay eggs.



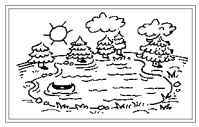
3. Cows, pigs, and goats live on farms.

On-Level

Captions tell readers more about a photograph or picture.

Circle the caption that tells about the picture.

1. a snake
   a baby deer



2. Big Bass Lake
   the waterslide

3. my new bike
   Big Buck Forest

4. the swimming pool
   the campfire

5. our campsite
   last day of school

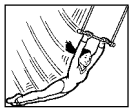
6. Dad's big catch!
   Sam's new dog

Beyond

Add captions to go with each picture. You can use words from the box to help you.

circus elephant clown horse

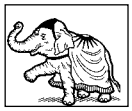
Possible responses provided.

1. 

   A girl swings up high.

2.

   Say "Cheese!"

3. 

   The elephant walks.

4.

   This is the grand finale!

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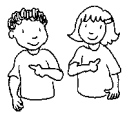
Phonics: Long *e*: *-e*, *ee*, *ea*

Approaching

Listen to the sound the letters **ee**, **ea**, and **-e** stand for in each word.

feet meat we



Look at each picture.
Write the word that answers the question.

1. Is this a beak or a seal? seal
2. Does this show feet or feed? feet
3. Is this a he or a she? she
4. Is this a seed or a seat? seed

On-Level

Listen to the sound the letters **ee**, **ea**, and **-e** stand for.

teeth seal he

Circle the word that names each picture. Then write the word.

1. sheet (she) — she
2. (peel) peek — peel
3. bean (beak) — beak
4. weak (wheat) — wheat
5. (seat) seed — seat
6. eat (eel) — eel

Beyond

A. Write yes or no next to each sentence.

1. Seals can walk. no
2. Houses have teeth. no
3. Eels can read. no
4. Birds have beaks. yes
5. People have feet. yes
6. Dogs can speak English. no

B. Use words from the box to write sentences that have a yes or no answer.

deep bee tree seat eat we

Possible responses provided.

7. A tree can be green.
8. A bee can go into the deep sea.

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Spelling: Long *e*: *-e*, *ee*, *ea*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. me
	2. _____	2. feet
	3. _____	3. eat
	4. _____	4. we
	5. _____	5. keep
	6. _____	6. sea
Review Words	7. _____	7. pay
	8. _____	8. rain
High-Frequency Words	9. _____	9. give
	10. _____	10. write

On-Level

me	we	feed	keep	seat
beak	rain	play	give	write

Write the words that have the long e sound.

1. me
2. we
3. feed
4. keep
5. seat
6. beak

Order of 1–6 may vary.

Write the words that have the long a sound.

7. rain
8. play

Order of 7–8 may vary.

Write the words that do not have the long a or long e sound.

9. give
10. write

Order of 9–10 may vary.

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. me
	2. _____	2. feed
	3. _____	3. seat
	4. _____	4. we
	5. _____	5. keep
	6. _____	6. beak
	7. _____	7. she
	8. _____	8. speed
Review Words	9. _____	9. play
	10. _____	10. rain
High-Frequency Words	11. _____	11. give
	12. _____	12. write

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High-Frequency Words/Vocabulary

Approaching

Use words from the box to complete each sentence.

pretty says about give write

1. "Please ___give___ me a plum, Gram."

2. This is a book ___about___ cats.

3. "Did you ___write___ this book?"

4. "The cover is ___pretty___," I say.

5. "Let's read it together," Gram ___says___.

On-Level

pretty says about give write were

Use the words from the box to complete the sentences.

1. Here is a book ___about___ cats.

2. "What is it?" ___says___ Gram.

3. "Did you ___write___ it?" I ask.

4. I ___give___ her the book.

5. The cover is ___pretty___.

6. We ___were___ glad we could read it.

Beyond

Use words from the box to complete the story.

write says about Give pretty were read

My Gram

Gram is funny. She ___says___, "___Give___ me some sugar," when she wants a kiss. She is ___pretty___.

She puts me on her lap. We ___read___ books.

We like books ___about___ dinosaurs. We ___write___ stories.

We pretend we ___were___ living a long time ago. I love playing with Gram.

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Comprehension: Character and Setting Chart

Approaching On-Level Beyond

As you read Gram and Me, fill in the Character and Setting Chart.

What the Characters Do	Where They Do It
1. Gram and the boy wave at the boats.	1. by a lake or ocean
2. Gram and James water flowers.	2. in the yard
3. Gram and James talk while they cook.	3. in Gram's kitchen
4. Gram and James read together.	4. inside the house

How does the Character and Setting Chart help you retell Gram and Me?

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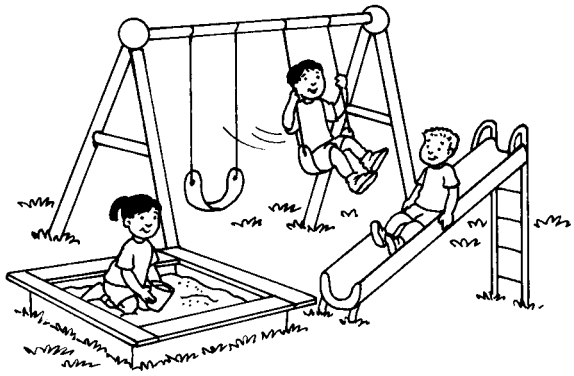
Comprehension: Character and Setting

Approaching

A **character** is a person or animal in a story.
The **setting** of a story is where it takes place.

Look at the picture. Color the characters.

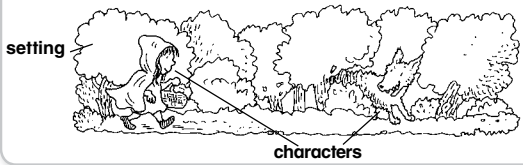


Circle the words that tell about the setting.
Underline the words that tell about the characters.

sand boy swing
kids slide girl

On-Level

The **setting** is where a story takes place.
The **characters** are the people or animals in a story.



Think about what a school setting is like. Circle the people and things you would find in a school.

desk
bike
girl
book
pen
skate
animal
boy

Beyond

Draw a picture of a setting. Write a sentence to describe it. Possible response provided.

This is a park. There are picnic tables and a playground.

Write a sentence telling about two characters that could be found in this setting.

A boy and a girl are at the park.

Write a sentence telling what the characters might do in the setting.

The boy is playing in the sandbox.

The girl is sliding down the slide.

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Grammar: *Has* and *Have*

Approaching **On-Level** **Beyond**

The verbs **has** and **have** tell about the present.

Has tells about one person, place, or thing.

Have tells about more than one person, place, or thing.

Examples: Lulu **has** an old glass.

Pru and Zack **have** some cans.

Underline the verb if it tells about one.
Circle the verb if it tells about more than one.

1. The kids have work to do.
2. Pru has a black bag for the cans.
3. Zack has lots of cans.
4. Lulu and Dad have glass things.
5. Mom has a box for glass.
6. The two girls have big piles of stuff.

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Phonics: Long *e*: *-e*, *ee*, *ea*

Approaching

Read the words. The letters **-e**, **ee**, and **ea** stand for the long vowel sound in **me**, **sheep**, and **seal**.

me sheep seal

Read the word. Circle the picture that it names. Write the word.

1. bean
   bean
2. she
   she
3. queen
   queen
4. jeans
   jeans
5. feet
   feet

On-Level

Circle the word that names each picture. Then write the word.

1.
   bean (beet)
   beet
2.
   (deer) deal
   deer
3.
   (he) heat
   he
4.
   (bee) beat
   bee
5.
   steep (steam)
   steam
6.
   where (wheat)
   wheat
7.
   seem (seal)
   seal
8.
   peel (peach)
   peach

Beyond

Write one or two letters on the line to make a word. Then write a sentence using the word you made.
Possible responses provided.

1. p each — Will you eat that peach?
2. sh e — She has a new hat.
3. s eal — A seal is in the water.
4. d eep — The lake is very deep.
5. sw eet — The apple was sweet.
6. t eam — He is on the soccer team.

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Spelling: Long *e*: *-e*, *ee*, *ea*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ○ A. pik
- ○ B. pikc
- ● C. pick

1.
- ○ A. fet
- ● B. feet
- ○ C. feate

2.
- ● A. me
- ○ B. mie
- ○ C. mee

3.
- ○ A. keepe
- ○ B. kepe
- ● C. keep

4.
- ○ A. seea
- ○ B. sae
- ● C. sea

5.
- ● A. we
- ○ B. wea
- ○ C. wi

6.
- ○ A. eet
- ○ B. ete
- ● C. eat

On-Level

me	we	feed	keep	seat
beak	main	day	friends	knew

Put an X on the word that is spelled wrong in each row.
Then write the word correctly.

1.	flip	feed	far	feed
2.	seet	sent	sound	seat
3.	glad	get	giv	give
4.	mail	make	mee	me
5.	knewe	kick	walk	knew
6.	black	beek	bike	beak
7.	wea	went	way	we
8.	woke	know	keap	keep

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. lock
- ○ B. lokc
- ○ C. lok

1.
- ○ A. mie
- ● B. me
- ○ C. mee

2.
- ○ A. beek
- ○ B. beke
- ● C. beak

3.
- ● A. speed
- ○ B. spede
- ○ C. spead

4.
- ○ A. wi
- ● B. we
- ○ C. wu

5.
- ● A. she
- ○ B. sha
- ○ C. sho

6.
- ● A. keep
- ○ B. kepe
- ○ C. keap

7.
- ○ A. seet
- ○ B. sete
- ● C. seat

8.
- ● A. feed
- ○ B. fede
- ○ C. fead

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Vocabulary Strategies: Context Clues

Approaching

Context clues are words in a sentence that help you figure out the meaning of a new word.

Use context clues to figure out the meaning of the word in bold letters.

Fill in the circle next to the correct answer.

1. The truck took the old tires to the **junkyard**.
   - ● a place for junk
   - ○ a store that sells tables and chairs

2. The art teacher showed my **project** to the class.
   - ○ backpack
   - ● something you do or make

3. Dan gave the **extra** pie to Ann after the party.
   - ● leftover
   - ○ cute

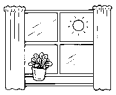
4. As I walked along the **bank** of the river, I saw fish in the water.
   - ● the land next to a river
   - ○ a small dog

On-Level

Context clues are words in a sentence that help you figure out the meaning of a new word.

Use context clues to figure out the meaning of the <u>underlined</u> word. Fill in the circle next to the correct answer.

1. Plants need water and sunlight to grow and stay <u>alive</u>.
   - ● living
   - ○ outside



2. Mom picked a <u>bunch</u> of roses from the garden.
   - ○ something that is red
   - ● a group of things

3. That baseball player is <u>famous</u>. Everyone knows who he is.
   - ● very well known
   - ○ sad

4. I like puzzles so I like to read <u>mystery</u> books.
   - ● stories, plays, or movies that have a puzzle to solve
   - ○ stories that are very funny

Beyond

Context clues are words in a sentence that help you figure out the meaning of a new word.

Use context clues to figure out the meaning of the <u>underlined</u> words. Write the letter of the meaning on the line.

Word Meanings:

A. a person who plays a musical instrument
B. to move very fast
C. the land along the edge of an ocean, a lake, or a river
D. most of the time

1. He had to <u>hurry</u> because he did not want to be late. B
2. We walked along the <u>shore</u> digging our toes in the sand and picking up seashells. C
3. She <u>usually</u> takes the bus to school each morning. D
4. The <u>musician</u> played both the flute and the drums. A

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Fluency: Echo Read: Expression

Approaching

As I read, I will pay attention to dialogue.

Jean was about to go to sleep.
07 Then she looked out the window.
13 "It is snowing," she said.
18 "Mom, will you please make a snowman
25 with me?"
27 "Go to sleep now," said Mom.
33 "We will make lots of snowmen in the morning." 42

Comprehension Check

1. What did Jean see when she looked out her window? **She saw that it was snowing.**
2. When will Mom make snowmen with Jean? **She will make them in the morning.**

On-Level

As I read, I will pay attention to the dialogue.

"That box is for me," Nick shouted. "I
08 can take it now." Gus went on his way.
17 Beth looked at the big, big box. "You will never
27 lift that box," Beth said.
32 "So I will try to push it," Nick said. "Perhaps I
43 should try to pull it, too?"
49 But the box never moved. Nick was too little
58 and the box was so big.
64 "I can not do this myself. I need you, Beth," said
75 Nick. "This needs a push and a pull."
83 Nick and Beth worked together. Just then flakes
91 of snow fell. Nick and Beth woke up. 99

Comprehension Check

1. Why can't Nick move the box? **It is too big and he is too little.**
2. How do Nick and Beth move the box? **They work together, pushing and pulling.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the dialogue.

Joe looked at the box that the new oven had come in.
12 "What can we do with this empty box?" Joe asked.
22 "It's too big to stuff into the trash can."
31 "We need to take it to the recycling center," said Gram.
42 "Why?" asked Joe.
45 "It's made of cardboard. Like paper, cardboard is
53 made from trees," Gram said. "New cardboard can be
62 made from this old box."
67 "Do you mean that we can help save trees by recycling
78 cardboard?"
79 "That's right," said Gram.
83 "Do you have any more things to take there?" asked Joe.
94 "Let's look," said Gram. "I'm pretty sure I have some
104 newspapers." 105

Comprehension Check

1. Why is it good to take paper and cardboard to a recycling center? **It saves trees.**
2. Can you think of other materials that can be recycled? **Possible responses: glass, plastic, metal, rubber**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: *Has* and *Have*

Approaching **On-Level** **Beyond**

Find the mistakes.

A Change the verb to **has** or **have**.

B Begin with a capital letter.

C Add an end mark.

D Do not change.

(1) Some people do not care about our land (2) do you see all the junk on the sand? (3) Now, Carlos and Rosa has to pick it up. (4) doesn't the sand look good now (5) Carlos and Rosa have cans and glass to take home. (6) Mom have a good use for them.

Write the letter or letters that tell how you would fix the mistake.

1. C
2. B
3. A
4. B, C
5. D
6. A

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Text Feature: Numerical Lists

Approaching

A **numerical list** is a series of things written in **1**, **2**, **3** order.

Read the list of activities.

1. Ride a bike
2. Read a book
3. Play chess

Make a list of your favorite things to do. Use the activities above or add others. Number your list.

Possible responses:

My favorite things: 1. go to the park

2. play with friends

3. play a game

On-Level

A **numerical list** is a series of things written in **1, 2, 3** order.

Make two lists. Use the words below to help you.

pen	pants	tape
hat	desk	socks

Things for a Trip

1. pants
2. hat
3. socks

Things for School

1. pen
2. tape
3. desk

Draw a picture of something else you need at school.

Beyond

Which of these activities would you like best? Put them in a list. You can add other activities you like to do. Number your list.

picking plums

playing chess

scratching a cat

reading

riding a bike

waving at boats

My Favorite Activities

Possible responses:

1. riding a bike

2. reading a book

3. playing with friends

4. going to the park

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Phonics: Long /o/: *o*, *oa*, *ow*

Approaching

Read the words. The long **o** sound is spelled **o**, **oa**, and **ow**.

Write o, oa, or ow to complete the picture names.

1.
g ___o___ ld

2.
b ___oa___ t

3.
cr ___ow___

4.
h ___o___ ld

5.
b ___ow___

6.
r ___oa___ d

On-Level

The long **o** vowel sound is spelled **o**, **oa**, and **ow**.

cold **coat** **snow**

coat mow hold snow fold toad

Write a word from the box to name each picture.

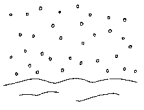
1.
___mow___

2.
___toad___

3.
___coat___

4.
___hold___

5.
___fold___

6. 
___snow___

Beyond

float grow cold row gold soap

Use a word in the box to answer each riddle.
One letter in each word is filled in for you.

1. You feel this way in winter. c___o___l___d___
2. This makes suds in water. ___s___o___a___p
3. You use oars to do this. r___o___w___
4. A balloon does this in water. ___f___l___o___a___t___
5. This is a shiny metal. ___g___o___l___d
6. This is what healthy plants do. g___r___o___w___

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Spelling: Words with Long /o/: *o*, *oa*, *ow*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. low
	2. _____	2. boat
	3. _____	3. no
	4. _____	4. row
	5. _____	5. oat
	6. _____	6. go
Review Words	7. _____	7. we
	8. _____	8. eat
High-Frequency Words	9. _____	9. move
	10. _____	10. better

On-Level

low	row	boat	coat	no
go	we	keep	move	better

Order of answers may vary.

Write the spelling words that rhyme with show.

1. low
2. row
3. no
4. go

Write the spelling words that rhyme with goat.

5. boat
6. coat

Write the spelling words that do not have the long o sound.

7. we
8. move
9. keep
10. better

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. low
	2. _____	2. boat
	3. _____	3. no
	4. _____	4. row
	5. _____	5. coat
	6. _____	6. go
	7. _____	7. flow
	8. _____	8. snowman
Review Words	9. _____	9. we
	10. _____	10. keep
High-Frequency Words	11. _____	11. move
	12. _____	12. better

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High-Frequency Words/Vocabulary

Approaching

Read each word and think about what the word means. Thinking about how you use each word will help you to match words with the clues below.

buy move better change difficult ripe

Use a word from the box to match each clue. Write the word on the line.

1. fruit or vegetables that are ready to be picked and eaten
   ripe

2. to make something different change
3. to get something by paying money for it buy
4. not easy to do difficult
5. to take something from one place to another
   move

On-Level

better buy change difficult move ripe

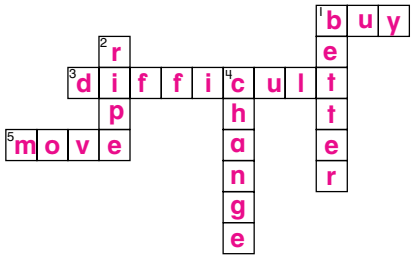
Use a word from the box to complete each sentence.

Did you just move here? We have a difficult problem. We want to change an ugly lot into a pretty lot. I have an idea. We can use our money to buy seeds. We can plant peppers and pick them when they are ripe. Flowers can make the garden even better!

Beyond

better buy change difficult move ripe

Read the clues. Use words from the box to fill in the puzzle.



Across

1. Use this money to ___ a new book.
3. not easy
5. go from one place to another

Down

1. She is a ___ speller than I am.
2. ready to be picked and eaten
4. become different

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Comprehension: Retelling Chart

Approaching **On-Level** **Beyond**

As you read César Chávez, fill in the Retelling Chart.

Retell
César Chávez did not like how crop workers were treated.
César Chávez told workers not to pick grapes and people not to buy them.
The grape workers asked for more pay and better homes.
The farmers didn't like that their grapes rotted. They began to make changes.

How does the Retelling Chart help you understand César Chávez?

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Comprehension: Retell Information

Approaching

When you **retell** a selection, you tell the events in order. You tell what happens **first**, **next**, **then**, and **last**.

Look at the pictures. Read the sentences.

Write 1, 2, 3, or 4 next to each sentence to tell the order of events.

_____ 2 _____ Water the plants.

_____ 4 _____ Sell the crop.

_____ 3 _____ Pick the crop when it is ripe.

_____ 1 _____ Plant the seeds.

On-Level

When you **retell** a selection, tell the events in order. Use your own words.

Look at the pictures. Write what happens in each picture. **Possible responses:**

1.
First, **the farmers pick the strawberries.**

Next, **they load the strawberries.**

Last, **the farmer sells the strawberries.**

2.
First, **the woman buys apples.**

Next, **she washes two apples.**

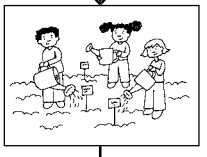
Last, **she and her son eat apples.**

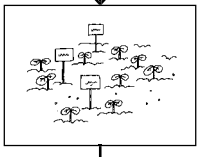
Beyond

Write a sentence that tells about each picture.

Then draw a picture and write a sentence to finish the story. **Possible responses:**

The children plant seeds.


They water the seeds.


Plants start to grow.

The children pick carrots.

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Grammar: *go* and *do*

Approaching **On-Level** **Beyond**

The verbs **go** and **do** have different forms to tell about the present and the past.

Present	Past
He **goes**. We **go**.	We all **went**.
She **does**. They **do**.	We all **did**.

Write the verb that tells about the present.

1. Jay ___goes___ outside to play. (goes, went)
2. Al ___does___ not like to splash. (does, did)
3. We ___do___ have fun in the rain. (do, did)

Write the verb that tells about the past.

4. When ___did___ the sun come out? (does, did)
5. May and Lulu ___went___ for a walk. (go, went)
6. I ___went___ in when it got cold. (go, went)

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Structural Analysis: Two-Syllable Words

Approaching

Some words have two parts, or **syllables**. You can break a word into syllables to help you read it.

rabbit	rab • bit
began	be • gan
picker	pick • er

Put the two word parts together. Write the word. Then match the word to the picture it names.

1. kit • ten — kitten
2. pi • lot — pilot
3. bas • ket — basket
4. ba • by — baby
5. kick • ing — kicking
6. car • rot — carrot

On-Level

Some words have two parts, or **syllables**. You can break a word into syllables to help you read it.

A. Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. car rot — carrot
2. pi lot — pilot
3. bas ket — basket
4. kick ing — kicking

B. Divide each word into syllables. Then write each syllable.

rabbit		began	
rab	bit	be	gan

Beyond

A. Connect a word part from each column to make a real word. Write the words you make on the lines.

rab	er
bas	cil
la	bit
farm	dy
be	gan
pen	ket

Possible responses:

1. rabbit
2. basket
3. lady
4. farmer
5. began
6. pencil

B. Use one or more words in a sentence.

Responses will vary.

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Spelling: Words with Long /o/: *o*, *oa*, *ow*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ○ A. eet
- ● B. eat
- ○ C. eatt

1. ○ A. loaw
○ B. loe
● C. low

2. ○ A. bot
○ B. bote
● C. boat

3. ● A. no
○ B. noe
○ C. noo

4. ● A. row
○ B. roaw
○ C. rwo

5. ○ A. ote
○ B. aot
● C. oat

6. ● A. go
○ B. gow
○ C. goe

On-Level

Find the 8 spelling words in the puzzle.

A. Draw a circle around each word.

d	g	o	v	q	p	c	j	z
k	i	m	d	x	y	l	s	r
f	v	p	e	r	f	b	k	o
j	s	b	l	u	n	o	v	w
x	l	o	w	i	k	e	b	g
u	i	a	z	q	u	f	e	d
f	q	t	j	c	o	a	t	x
n	c	s	v	i	s	l	t	i
y	x	d	g	b	z	q	e	s
p	j	f	m	o	v	e	r	k

B. Write the spelling words from the puzzle.

Order of 1–8 may vary.

1. no
2. go
3. low
4. row
5. boat
6. coat
7. move
8. better

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. keep
- ○ B. kep
- ○ C. kepe

1. ● A. go
○ B. gow
○ C. goe

2. ○ A. loaw
○ B. loe
● C. low

3. ○ A. bote
○ B. bowt
● C. boat

4. ○ A. floew
● B. flow
○ C. floow

5. ● A. no
○ B. noe
○ C. noaw

6. ● A. row
○ B. rowe
○ C. roaw

7. ○ A. snoaman
● B. snowman
○ C. snowmann

8. ○ A. coate
○ B. koat
● C. coat

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Vocabulary Strategy: Context Clues

Approaching

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Fill in the circle next to the correct meaning for the word in bold letters. Use the underlined context clues to help you figure out the correct meaning.

1. The **crops** are growing in the fields.
   - ● plants used for food
   - ○ big books
2. We all work on this farm as a class **project**.
   - ○ a surprise
   - ● plan for a group to do
3. Some girls dig and plant in the **soil**.
   - ● dirt where things grow
   - ○ clouds in the sky
4. Others **harvest** the corn when it is tall and ripe.
   - ● gather plants that are ready
   - ○ put in a bag
5. This farm will **provide** needed food for many people.
   - ○ put away
   - ● give what someone wants

On-Level

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Use the underlined context clues to figure out the meaning of the word in bold letters. Then match the word to its meaning. Write the correct letter on the line.

a. give what someone wants or can use
b. dirt
c. gather plants that are ready
d. plants used for food
e. plan for a group to do

1. Our town planned a **project** we could work on together. e
2. The **crops** from our gardens will feed people who are hungry. d
3. These bushes **provide** the berries we need to make pies. a
4. When they are full and ripe, we will **harvest** them. c
5. The **soil** in this field is very good for growing plants. b

Beyond

Read the sentence. Use the context clues to figure out the meaning of the underlined word. Write the correct meaning on the line.

dirt	rot
plants used for food	homes that are not good

1. The poor farmworkers had to live in shacks with leaky roofs. homes that are not good
2. They moved from farm to farm, picking crops like fruit and vegetables. plants used for food
3. The soil in the valley was very dark and wet and good for growing fruit. dirt
4. After the rain, the plants began to decay in the field and were ruined before the farmers could pick them. rot

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Fluency: Phrasing

Approaching

As I read, I will pay attention to the punctuation.

It was a cold, snowy day.
06 Joan and Pete were making a snowman.
13 They used lumps of coal for both of his eyes.
23 "Let's give him a coat, a hat, and mittens,"
32 said Joan.
34 "Why?" asked Pete.
37 "We don't want him to get cold!" said Joan. 46

Comprehension Check

1. What did Joan and Pete use to make the snowman's eyes? **They used lumps of coal to make his eyes.**
2. Why is it funny that Joan didn't want the snowman to get cold? **It's funny because snowmen are made from snow.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to the phrasing.

It is Sunday. People on TV forecast the
08 weather. They let you know Sunday will be a
17 hot, sunny day.
20 Now you know what the weather will be. It's
29 a great day for swimming in the cold water!
38 Now, it is Monday. It is hot, but not sunny.
48 There are gray clouds everywhere. It may
55 rain.
56 It is Tuesday now. It is a rainy, wet day.
66 People will have to use their raincoats. 73

Comprehension Check

1. What can you do on a hot, sunny day? **You can swim in cold water.**
2. What would you use on a rainy day? **You would use a raincoat.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the punctuation.

It had rained all week. The weather wasn't supposed
09 to change. The forecast called for more rain on
18 Saturday, Sunday, and Monday.
22 Two boys, Ben and Mat, were outside. First, they heard a
33 barking noise. Then they saw the dog in the river. The
44 river was high and moving very fast.
51 The dog was in danger! They ran down the riverbank to
62 get near the dog. Then they ran on a narrow path along
74 the river. They had to avoid sticks, rocks, and puddles.
84 As the dog went under a low bridge, the boys
94 grabbed it and pulled it onto the bridge. Ben and Mat were
106 joyful that they had saved the dog! 113

Comprehension Check

1. Why was the dog in danger? **It was in a river. The water in the river was high and moving very fast.**
2. How did the boys save the dog? **They grabbed it when it went under a low bridge.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: *go* and *do*

Approaching **On-Level** **Beyond**

The verbs **go** and **do** use different forms to tell about the present and the past. The names of people and places begin with capital letters.

Read the story. Circle four sentences with mistakes. Write the sentences correctly.

One day, West Wind goed wild. "I will make it very cold," west wind said. That will be fun." That do not sound like fun to Sunray. So sunray shined and shined. Soon it got very warm. "Now that's fun!" she said.

1. **One day, West Wind went wild.**
2. **"I will make it very cold," West Wind said.**
3. **That did not sound like fun to Sunray.**
4. **So Sunray shined and shined.**

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Study Skill: Telephone Directory

Approaching

A **telephone directory** lists names, addresses, and telephone numbers.

Kail, James	14 Elm St.	555-5436
Kail, Jay	200 Main St.	555-7401
Kail, Laila	29 Sun Ave.	555-4269
Kail, Tom	9 Show Way	555-9711
Kal, May	17 Gray Ave.	555-5436

Use the directory to answer the questions.

1. How many people have the last name Kail?
   4 5
2. Who has the last name Kal?
   Jay May
3. What is Laila Kail's phone number?
   555-4269 555-7401
4. Where does Tom Kail live?
   14 Elm St. 9 Show Way
5. Who lives on Main St.?
   Jay Laila

On-Level

A **telephone directory** lists names, addresses, and telephone numbers.

Vann,	Jay	17 Elm Ave.	555-5436
Vann,	Max	17 Elm Ave.	555-5436
Wade,	Jake	245 Main St.	555-7401
Wade,	Lon	29 Sunset Ave.	555-4269
Wade,	May	9 Sunrise St.	555-9711

Use the directory to complete each question.

1. How many people have the last name Wade? 3
2. What is May Wade's phone number? 555-9711
3. Where does Jake Wade live? 245 Main St.
4. Who has the same address and telephone number?
   Jay Vann, Max Vann

Beyond

Jacob,	Mike	5 Overpass St.	555-5436
Jacob,	Paula	245 Main St.	555-7401
Jacob,	Tray	29 Sunset Ave.	555-4269
Jacob,	Willa	29 Sunset Ave.	555-4269
Jay,	Robert	29 Elm Ave.	555-7230
Jay,	Sam	17 Elm Ave.	555-9854

A. Use the telephone directory to answer the questions.

1. What is Paula Jacob's address and phone number?
   245 Main St. 555-7401
2. How do you know that Tray and Willa Jacob live together?
   They have the same address and phone number.

B. Make a telephone directory entry for your family.

Responses should include last name, first name, address, and telephone number.

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Phonics: Long *i*

Approaching

What letters stand for the **long i** sound in these words?

child
the letter **i**

fly
the letter **y**

high
the letters **igh**

Read each word.
Underline the letters that stand for the long i sound.
Write the letters on the line.

1.
cry — y

2.
tight — igh

3.
bright — igh

4.
wind — i

5. ?
why — y

6.
wild — i

On-Level

Say the words. Then listen to the **long /i/** sound.

child fly high

Write the word that completes the sentence.

1. Meg's kite will fly over the trees.
   try fly cry

2. Mike will wind up his new truck.
   win wind white

3. We eat lunch together on a high hill.
   might high fly

4. Let's wave to that plane in the sky.
   my sky cry

5. The child can walk to his house.
   mild child cut

Beyond

Read the story sentences below. Fill in the blanks with words from the box.

might fly mind high wild try

Sam is moving to a bright new home.

It is very high in the tallest tree in the meadow. Sam can try to push his things up to his new home.

That might take Sam a very long time.

Perhaps his friend Max can fly Sam's things to his tree house?

Max doesn't mind helping his friend today. What a wild ride for Sam!

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Spelling: Long *i*: *i*, *y*, *igh*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. find
	2. _____	2. night
	3. _____	3. by
	4. _____	4. kind
	5. _____	5. high
	6. _____	6. my
Review Words	7. _____	7. no
	8. _____	8. boat
High-Frequency Words	9. _____	9. never
	10. _____	10. should

On-Level

find	kind	night	right	by
my	no	boat	never	should

A. Circle the spelling words in each row.

1.	wide	find	kind
2.	by	line	my
3.	stone	no	row
4.	night	right	bite
5.	boat	goat	vote
6.	never	should	ever

Order of 7–8 and 9–10 may vary.

B. Write two long i spelling words that have four letters.

7. find 8. kind

C. Write two long i spelling words that have five letters.

9. night 10. right

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. find
	2. _____	2. night
	3. _____	3. by
	4. _____	4. kind
	5. _____	5. right
	6. _____	6. my
	7. _____	7. bright
	8. _____	8. dry
Review Words	9. _____	9. boat
	10. _____	10. no
High-Frequency Words	11. _____	11. never
	12. _____	12. should

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High-Frequency Words/Vocabulary

Approaching

Circle the word that completes each sentence.

1. The _____ was hit high.
   (ball) head

2. The boy will _____ get the ball.
   (never) should

3. _____ we can have a picnic.
   Ball (Perhaps)

4. Let's eat in the green _____ .
   head (meadow)

5. The boys and girls will _____ at the game today.
   never (shout)

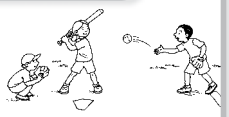
6. Matt is waving his hand over his _____ .
   (head) never

7. The school bus _____ be here on time.
   meadow (should)

On-Level

Write the letter of the word from the box that completes each sentence.

a. head	**b.** never	**c.** should	**d.** ball
e. shout	**f.** meadow	**g.** Perhaps	

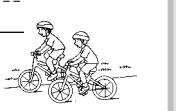


1. The boys and girls __e__ for the team.

2. The big kite was flying high over Kim's __a__.

3. Ben is __b__ late for the school bus.

4. We __c__ get a new bat and __d__ at the shop.



5. __g__ we can ride together in the green __f__ today.

Beyond

head	never	should	ball
shout	meadow	perhaps	

Write a sentence for each picture. Use one or more of the words from the box in each sentence.
Possible responses provided.

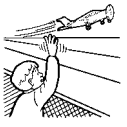
1. We should eat in the meadow.

2. The children shout as they run.

3. She kicked the ball over her head.

4. The clowns never heard such laughter.

5. Perhaps the people can see me.



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Comprehension: Problem and Solution Chart

Approaching On-Level Beyond

As you read The Kite, fill in the Problem and Solution Chart.

Somebody

Frog and Toad

↓

Wanted

to fly their kite

↓

But

it kept falling to the ground.

↓

So

Toad waved the kite over his head, jumped up and down, and shouted "Up Kite Up!" The kite finally flew.

How does the Problem and Solution Chart help you better understand The Kite?

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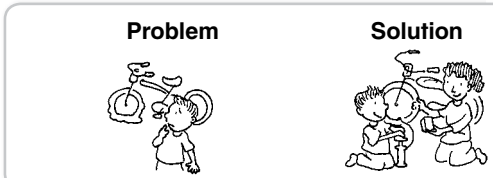
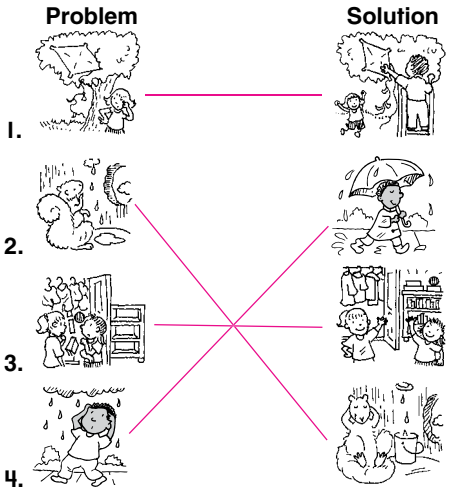
Comprehension: Problem and Solution

Approaching



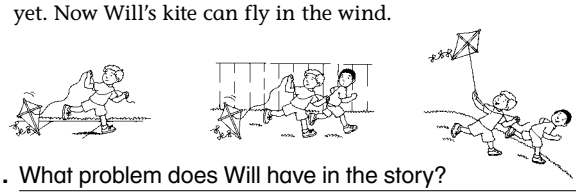
The first picture shows a problem.
Draw a line to the picture that shows the solution.



On-Level

Read the story about Will's problem and solution. Then answer the questions.

Will can't fly his new kite. He runs down the street with his kite. Still the kite can't fly high. Then Will takes his kite to Mike's house. The two friends try to pull the kite. But the kite just comes down again. Perhaps there is more wind on the high hill in the meadow. That is the best idea yet. Now Will's kite can fly in the wind.



1. What problem does Will have in the story?

   He can't fly his kite.

2. What solution does Will try first?

   He runs down his street with his kite.

3. What solution does Will try next?

   He and Mike try to fly the kite together.

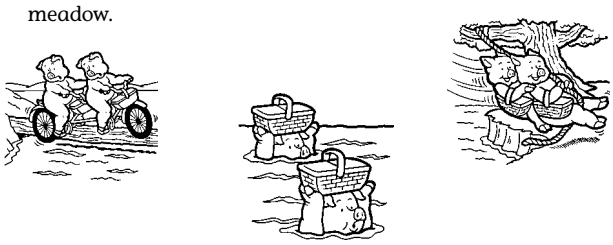
4. How does the kite finally fly?

   The kite can fly in the wind on the hill.

Beyond

Read the story about Ben and Jake. Then fill in the problem and solution chart.

Ben and Jake are best friends. Today they will have lunch together in the meadow. How will they cross the wide lake? They try to ride a bike on the long log. But they fall in the water. Then they try to swim. But they sink in the water. Then they get an idea. Ben swings on a long rope. He takes his lunch with him. Jake does the same thing. Now the friends can have lunch in the meadow.



Problem	Step 1	Step 2	Solution
How will Ben and Jake cross the wide lake?	They ride a bike on the long log.	They try to swim.	They swing on long ropes.

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Grammar: *See* and *Saw*

Approaching

The verb **see** has a special form to tell about the past.

Present	Past
She **sees**. We **see**.	They **saw**.

Circle the verb that tells about the past.

1. Jean (see, sees, saw) the leaf.
2. We (see, sees, saw) a small bug.
3. Pat (see, sees, saw) many lines on the leaf.

Circle the verb that tells about the present.

4. Sue (see, sees, saw) spots on the leaf.
5. Pat and Sue (see, sees, saw) a bug.
6. We also (see, sees, saw) the bug.

On-Level

The verb **see** has a special form to tell about the past.

Present	Past
She **sees**. We **see**.	They **saw**.

Circle the verb that tells about the past.

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Circle the verb that tells about the present.

4. Sue (see, sees, saw) spots on the leaf.
5. Pat and Sue (see, sees, saw) a bug.
6. We also (see, sees, saw) the bug.

Beyond

The verb **see** has a special form to tell about the past.

Present	Past
She **sees**. We **see**.	They **saw**.

Circle the verb that tells about the past.

1. Jean (see, sees, saw) the leaf.
2. We (see, sees, saw) a small bug.
3. Pat (see, sees, saw) many lines on the leaf.

Circle the verb that tells about the present.

4. Sue (see, sees, saw) spots on the leaf.
5. Pat and Sue (see, sees, saw) a bug.
6. We also (see, sees, saw) the bug.

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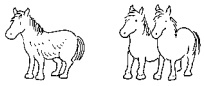
Phonics: Inflectional Ending: *-es*

Approaching

When a word ends in **y**, change the **y** to **i** and add **-es** to tell more than one person or thing.

When a word ends in **y**, change the **y** to **i** and add **-es** to tell what one person or thing does.



pon**y** pon**ies**

Circle the word that completes each sentence.

1.
I got a new ____.
(puppy) puppies

2.
The ____ are in the nest.
bunny (bunnies)

3.
The horse ____ to its pal.
whinny (whinnies)

4.
Jenny gave Mom a ____.
(daisy) daisies

5.
I have some shiny ____.
penny (pennies)

On-Level

For words that end with a consonant followed by **y**, change the **y** to **i** before adding **-es**.

bun**ny** bunn**ies**

Read the word under each sentence. Change the word by adding -es. Then complete each sentence.

1. The twin ____babies____ smiled at me.
baby

2. Their ____tummies____ are full.
tummy

3. Jenny ____studies____ math every day.
study

4. Tommy and Timmy are ____buddies____.
buddy

5. The ____puppies____ at the pet store were so cute.
puppy

Beyond

Add -es to each word.
Write a sentence that has the new word.
Sentence must include the new word.

Possible responses provided.

1. hurry **hurries**
Mom hurries off to work.

2. study **studies**
My friend studies all the time.

3. city **cities**
There are many cities in our state.

4. buddy **buddies**
Grandpa and I are buddies.

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Spelling: Long *i*: *i*, *y*, *igh*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. sunn
● B. sun
○ C. sune

1. ● A. night
○ B. nihgt
○ C. niht

2. ○ A. fidn
● B. find
○ C. fighnd

3. ● A. by
○ B. bo
○ C. bigh

4. ○ A. migh
○ B. mye
● C. my

5. ○ A. kighnd
○ B. kinde
● C. kind

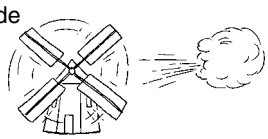
6. ○ A. heigh
○ B. hihg
● C. high

On-Level

A. Find the word that is spelled wrong. Write the word correctly on the line.

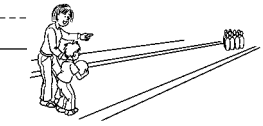
1. I can ride mey bike fast. ___my___

2. I cannot fynd the ball. ___find___



3. The wind whipped biye and made the blades spin. ___by___

4. I would nevver jump out of a plane! ___never___



5. Do it rite to get a strike. ___right___

B. Fill in the circle next to the word that is spelled correctly.

6. ○ kined
○ kinnd
● kind

7. ○ nite
● night
○ nytte

8. ● find
○ fyned
○ fighnd

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. sadd
● B. sad
○ C. sade

1. ○ A. bo
○ B. bu
● C. by

2. ○ A. fynd
● B. find
○ C. fighnd

3. ● A. bright
○ B. brite
○ C. bryte

4. ○ A. drigh
○ B. dri
● C. dry

5. ● A. kind
○ B. kynd
○ C. kighnd

6. ● A. my
○ B. migh
○ C. mie

7. ○ A. nite
○ B. nyt
● C. night

8. ○ A. rihgt
● B. right
○ C. ryte

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Vocabulary Strategy: Inflected Verbs and Word Parts

Approaching

A verb is a word that shows action. Sometimes verbs have the endings **-ing** and **-ed**.

Example: play **+ ed** = play**ed** play **+ ing** = play**ing**

Write the verb with its ending.

1. pull + ed = pulled
2. pull + ing = pulling
3. flash + ed = flashed
4. flash + ing = flashing
5. fill + ed = filled
6. fill + ing = filling

Draw a picture that shows the meaning of one of the words that you wrote.

On-Level

A verb is a word that shows action.
You can add **-ed** or **-ing** to most verbs.
A verb with an **-ed** ending means the action happened in the past.

play + **ing** = playing
play + **ed** = played

A. Write each verb with -ing and -ed.

1. flash	flashing	flashed
2. pull	pulling	pulled
3. fill	filling	filled

B. Use an -ing word and -ed word in sentences.

4. Possible responses: The lightning flashed brightly. The bucket is filling with water.

Beyond

A. Write the base word and the ending.

	base word	+	ending
1. flashed	flash		ed
2. flashing	flash		ing
3. pulled	pull		ed
4. pulling	pull		ing
5. filled	fill		ed
6. filling	fill		ing

B. Write a short story. Use some of the -ing or -ed words.

Responses will vary.

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Fluency: Choral Read: Expression

Approaching

As I read, I will pay attention to dialogue.

Mouse had a kite.
04 The wind started to blow.
09 Rat said, "Let go of the kite!"
16 Mouse did not let go.
21 "I am going up very high!" shouted Mouse.
29 Owl flew by. She put Mouse on the ground.
38 "You are too light to fly a kite," said Owl. 48

Comprehension Check

1. Why does Mouse fly high into the sky? **Mouse flies high because he is holding onto a kite.**
2. Who saves Mouse? **Owl saves Mouse.**

On-Level

As I read, I will pay attention to the dialogue.

Pig went out to fly a kite. Dog went with him.
11 "See how high my kite can fly!" Pig said. Then
21 Pig's kite got stuck high up in a tree. Dog went
32 up to get it.
36 "Don't fall, Dog!" yelled Pig. Toad came over to
45 look, too. "Pig's kite is so high up," he said.
55 "Dog might not get it." So Toad got a stick.
65 Toad gave the stick to Dog.
71 Then, Dog got Pig's kite.
76 "Thank you so much!" said Pig. "I am glad I
86 have such kind friends." 90

Comprehension Check

1. What is Pig's problem? **His kite got stuck in a tree.**
2. Who helped Pig solve the problem? **Toad and Dog helped. Toad gave Dog a stick, and Dog got the kite.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to dialogue.

Mouse and Rat were playing outside. Then they
08 heard someone shout, "Go away. You are too
16 loud." They looked all around, but they could
24 not see who was talking. Then the voice said,
33 "Look up here in the tree."
39 They saw a brown owl. Owl said, "I am trying
49 to sleep now."
52 "But it's light out," said Mouse.
58 "Yes! Owls sleep in the day. We hunt at night,"
68 said Owl.
70 "Now be quiet down there or I will hunt for you
81 tonight!" Mouse and Rat ran away where they
89 would not be found. 93

Comprehension Check

1. Why was Owl shouting at Mouse and Rat? **He was shouting because he was trying to sleep and they were too loud.**
2. What did Owl say he was going to do if Mouse and Rat weren't quiet? **He said he would hunt for them at night.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: *See* and *Saw*

Approaching

Read the letter.

Two commas are missing. Three verbs are wrong.

Add the missing commas. Cross out the verbs that are wrong.

Write the verbs in the past tense on the lines below.

September 3 1922

Dear Nana

Dad put up a little house in our elm tree. "It's a bat house," he say.

Last Monday, my friends came over. We saw five bats go in the house. We sees the bats hanging upside down.

I says, "Bats are fun to watch."

Your grandson

Joe

said

saw

said

On-Level

Read the letter.

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said

saw

said

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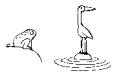
Text Feature: Charts

Approaching

A chart gives information in an organized way.
It often lists the information under headings.

Read the chart.

What Frog Saw	What Toad Saw
ducks II	ducks III
swan I	robins II
robins ~~IIII~~ III	cranes II
cranes III	geese ~~IIII~~ IIII



Circle the correct answer.

1. How many ducks did Frog see?
   two three
2. How many ducks did Toad see?
   two three
3. How many robins did Frog see?
   six eight
4. Toad saw some birds that Frog did not see. What were they?
   robins geese

On-Level

A chart gives information in an organized way.

Read the chart.

Things Frog Ate	Things Toad Ate
plums I	peaches II
apples II	plums III
grapes ~~IIII~~ III	eggs III
eggs II	grapes ~~IIII~~ ~~IIII~~

Count the things Frog and Toad ate and complete the sentences.

1. Frog ate ___two___ eggs.
2. Toad ate ___ten___ grapes.
3. Frog ate ___one___ plum.
4. Toad ate ___two___ peaches.

Beyond

Read the sentences about what Frog and Toad have. Then fill in the chart.

Frog has five hats and one coat.
Frog has eight socks and two belts.

Toad has two hats and three coats.
Toad has twelve socks and four belts.

What Frog Has	What Toad Has
___five___ hats	___two___ hats
___one___ coat	___three___ coats
___eight___ socks	___twelve___ socks
___two___ belts	___four___ belts

Answer the question.

Who has more socks? ___Toad___

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Phonics: Long *e*

Approaching

Read the word. The letter **y** stands for the **long /e/** sound at the end of **daisy**.

daisy

Circle the word that names the picture.

1.
   pony
   funny
   silly

2.
   lucky
   baby
   chilly

3.
   mommy
   easy
   teddy

4.
   puppy
   tummy
   silly

5.
   muddy
   Billy
   penny

6.
   funny
   sunny
   bunny

On-Level

Sometimes the letter **y** stands for the **long /e/** sound. happy

Circle the word that answers the question. Then write the word.

1. What can you ride in? buggy
   buggy jelly

2. What can you spend? penny
   muddy penny

3. What do you call a very small boy? baby
   pony baby

4. What do you call a baby dog? puppy
   daisy puppy

5. What can you call a rabbit? bunny
   bunny easy

Beyond

A. Read the riddles. Write the word from the box that answers each riddle.

penny daddy puppy city

1. I am a big place.
   Many people work in me.
   What am I?
   city

2. I am cute and fuzzy.
   I am a baby dog.
   What am I?
   puppy

3. You can spend me.
   You can save me in
   a bank. What am I?
   penny

4. I am a man.
   I have a baby girl.
   What am I?
   daddy

B. Make up riddle clues for the word <u>daisy</u>. Write them on the lines. Possible response:

I am white and yellow. I live in a garden.

What am I?

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Spelling: Long *e*

Approaching

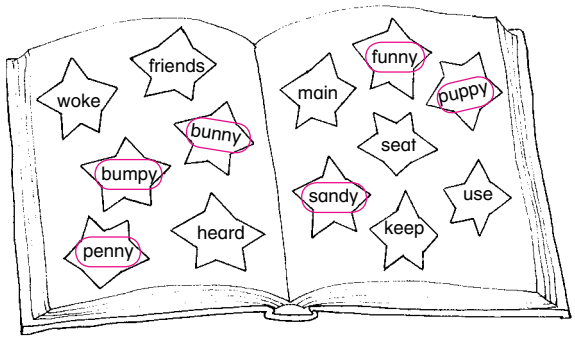
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. happy
	2. _____	2. puppy
	3. _____	3. funny
	4. _____	4. penny
	5. _____	5. sunny
	6. _____	6. bunny
Review Words	7. _____	7. my
	8. _____	8. night
High-Frequency Words	9. _____	9. or
	10. _____	10. because

On-Level

bumpy	penny	puppy	sandy	funny
bunny	my	night	or	because

Circle the words that end with the long e sound.



Write the words you circled. Order of 1–6 may vary.

1. bumpy 2. penny 3. puppy

4. sandy 5. funny 6. bunny

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. bumpy
	2. _____	2. puppy
	3. _____	3. funny
	4. _____	4. penny
	5. _____	5. sandy
	6. _____	6. bunny
	7. _____	7. sleepy
	8. _____	8. chilly
Review Words	9. _____	9. my
	10. _____	10. night
High-Frequency Words	11. _____	11. or
	12. _____	12. because

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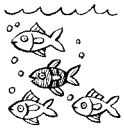
High-Frequency Words/Vocabulary

Approaching

blue because until other also or

Write the word that completes each sentence.

1. Do you see the blue fish with stripes?



2. It swims with the other fish.

3. The fish swim together because they want to be safe.

4. They also stay together to get things to eat.

5. The fish eat plants or other fish.

On-Level

blue because until other also or

Write the word that completes each sentence.

1. The team flag is blue and white.

2. Jan is good at soccer because she can run fast.

3. The other girls run fast, too.

4. The team may or may not win.

5. The girls think that having fun is also a goal.

Beyond

blue because until other also or

Write a word from the box to complete each sentence.

1. All the kids in the band have on blue tops.

2. They like to play together because it is fun.

3. Jim can play the drums, and he can also play the sax.

4. Which will Jim play today—the drums or the sax?

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Comprehension: Retelling Chart

Approaching | On-Level | Beyond

As you read Animal Teams, fill in the Retelling Chart.
Possible responses provided.

Retell
1. Many animals work together in teams.
2. Goby fish and blind shrimp help each other.
3. Zebras and Wildebeests help each other.
4. Animals team up to help each other.

How does the information you wrote in this Retelling Chart help you retell Animal Teams?

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Comprehension: Retell

Approaching

When you **retell** a passage, you tell it a shorter way. You tell only the important parts.

Read the passage.

Geese are fun to look at.

They look beautiful as they travel together.

The leader goes up into the sky.

The other geese fly after the leader.

They make a V in the sky.

Look at the pictures.
Color the pictures that retell the passage.

color this | color this | color this

On-Level

When you **retell** a passage, you tell only the important parts.

Read the passage. Then look at it again. Underline the sentences that retell the passage.

What will we see in an ant nest?
The worker ants bring in things to eat.
Some take things to eat to the queen.
The queen does not get food.
She stays in the nest.
The queen ant lays eggs.

Draw three pictures to retell the story.

Beyond

Read the passage.

A duck and its mate are a team.

In the spring, the mother duck leads the father duck to a wetland.

The father duck keeps other males away.

The mother duck makes a nest.

She lays 5 to 12 eggs.

The mother duck sits on the eggs.

Then the male goes away.

Write a sentence to retell the passage.

A duck and its mate help each other when the mother duck needs to lay eggs.

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Grammar: Contractions with *not*

Approaching **On-Level** **Beyond**

A **contraction** is a short way of saying and writing two words.

Many contractions are formed with **not**. An **apostrophe** (’) takes the place of the letters that are left out.

Examples: do + not → don’t

does + not → doesn’t

Match the underlined words to contractions. Write the sentence letter on the line. The first one is done for you.

A. “This is not funny,” said Bunny.

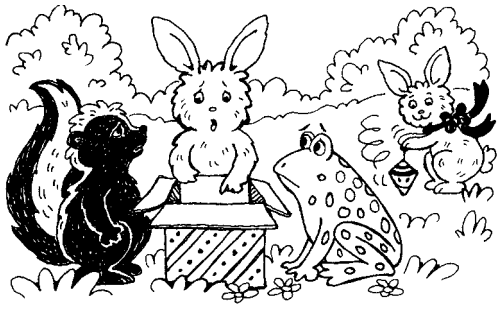
B. “You are not good friends.”

C. “I did not do it,” said Frog.

D. “I was not the one,” said Skunk.

E. “We were not here,” they said.

F. “We could not have opened the box.”



1. isn’t A

2. wasn’t D

3. weren’t E

4. didn’t C

5. couldn’t F

6. aren’t B

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Structural Analysis: Inflectional Ending: *-ed*

Approaching

If a verb ends in a consonant + **y**, change the **y** to **i** before you add **-ed**.

cr**y** + ed = cr**ied**

Read the word under each sentence. Change the word by adding -ed. Then complete each sentence.

1. The baby ___cried___. (cry + ed)
2. We ___spied___ a big dog. (spy + ed)
3. I ___tried___ on the cap. (try + ed)
4. The sun ___dried___ the pup. (dry + ed)
5. Dad ___pried___ the top open. (pry + ed)

On-Level

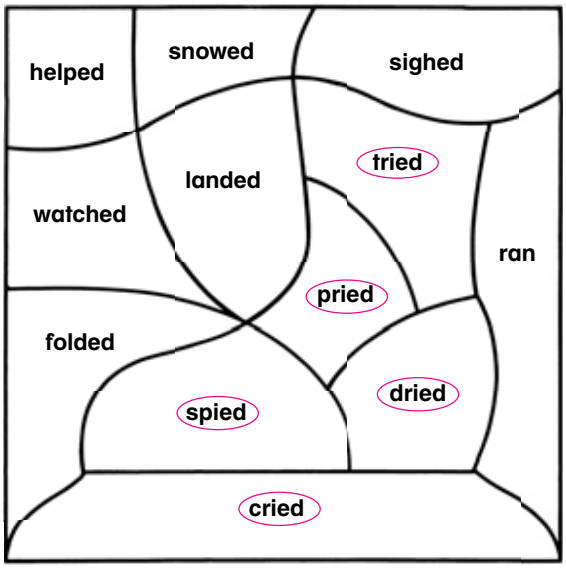
If a verb ends in a **consonant + y**, change the **y** to **i** before adding **-ed**. cr**y** + ed = cr**ied**

Write the word that completes each sentence.

1. The baby ___cried___. (cried / cryed)
2. Han ___dried___ his hands. (dryed / dried)
3. Mom ___pried___ the top open. (pried / pryed)
4. Kelly ___tried___ the big bike. (tried / tryed)
5. Dad ___fried___ the fish. (fryed / fried)

Beyond

Read each verb. If the verb was formed by changing the final y to i before adding -ed, circle the word. Then color the spaces with the circled verbs.



What do you see? ___an ice skate___

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Spelling: Long *e*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. hiz
● B. his
○ C. hus

1. ○ A. puppey
○ B. pupee
● C. puppy

2. ○ A. happey
○ B. hapy
● C. happy

3. ● A. penny
○ B. peney
○ C. pennee

4. ○ A. funy
● B. funny
○ C. funney

5. ● A. bunny
○ B. buny
○ C. buney

6. ● A. sunny
○ B. sunne
○ C. suney

On-Level

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.

1. ○ funney
● funny
○ funy

2. ● penny
○ pennie
○ peney

3. ○ pupuy
○ puppee
● puppy

4. ○ ohr
● or
○ orr

5. ● because
○ becaus
○ becase

6. ○ bummpee
○ bumpeye
● bumpy

7. ● bunny
○ bunnie
○ bunea

8. ○ sandiye
● sandy
○ sandeey

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. no
○ B. ne
○ C. ni

1. ○ A. pupy
● B. puppy
○ C. puppey

2. ● A. bumpy
○ B. bupmy
○ C. bumpey

3. ○ A. penee
○ B. penney
● C. penny

4. ○ A. funney
● B. funny
○ C. funy

5. ● A. bunny
○ B. bunney
○ C. buny

6. ○ A. sandi
● B. sandy
○ C. sandey

7. ○ A. chilley
● B. chilly
○ C. chily

8. ○ A. sleapy
● B. sleepy
○ C. sleepey

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Vocabulary Strategy: Use Syntax and Semantic Clues

Approaching

Context clues are words in a sentence that help you figure out the meaning of a new word.

Use the underlined context clues to figure out the word from the box that completes the sentence. Write the word on the line.

forest before falling heard

1. The tall trees fill the **forest**.

2. We **heard** the birds chirp a song.

3. Rain started **falling** from the sky.

4. I'm glad we picked the berries **before** the rain started.

On-Level

Context clues are words in a sentence that help you figure out the meaning of a new word.

Use the underlined context clues to figure out the meaning of the word in bold letters.

1. The apples are **falling** down to the ground.
2. The branches and leaves hide animals in the **forest**.
3. I **heard** the owl hoot.
4. The rabbit hopped into the bush **before** the fox saw it.

Now match the word to its meaning:

1. falling	a. listened with ears
2. forest	b. to go from a high place to a low place
3. heard	c. at an earlier time
4. before	d. a place where trees and plants grow

Beyond

Context clues are words in a sentence that help you figure out the meaning of a new word.

Fill in the circle next to the word that completes the sentence correctly. Use the underlined context clues to figure out the missing word.

1. My family took a nature hike in the ____.
   ○ lake ● forest ○ mall
2. Dad ____ us all about the trees and plants.
   ○ played ● told ○ jumped
3. Mom showed us ____ tracks.
   ○ tree ● deer ○ car
4. My brother saw a fluffy ____ hop in a hole.
   ○ fish ○ lion ● rabbit
5. I ____ the crickets making noise.
   ● heard ○ sat ○ sang
6. The chipmunks made chattering ____.
   ● noises ○ hops ○ tracks
7. We stayed dry under a tree when the rain started ____.
   ○ melting ● falling ○ hiding

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Fluency: Choral Read: Intonation

Approaching

As I read, I will pay attention to the questions.

"Do you want to have a race?"
07 said Ladybug to Pony.
11 "Sure!" said Pony. "You crawl very slowly."
18 Ladybug won the race.
22 Pony said, "You tricked me. You flew!"
29 Ladybug said, "Did I ever say that I would crawl?" 39

Comprehension Check

1. Who won the race? **Ladybug won the race.**
2. How did she win the race? **She flew faster than Pony could run.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to questions in the passage.

All kinds of games can be fun.
07 A coach teaches a team to swim fast and dive.
17 Today they race back and forth again and again.
26 Does this game seem fun to you?
33 You can make riding a bike into a game. You can
44 ride laps on a track with a friend. Use a watch to see
57 who rides a lap faster!
62 Is this game for you?
67 Some games are team games. In baseball, you hit
76 a ball with a bat and run! Will you make a home run?
89 Can you think of a game that you like to play?
100 Then go play it! 104

Comprehension Check

1. Who teaches the swimmers their game?
A coach teaches swimmers.
2. Why do the bike riders use a watch?
They want to see who rides a lap faster.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the questions.

Mark said, "Let's have a neighborhood fair."
07 "Yes!" said Emily. "We can make games to play."
16 "What kind of games?" asked Carlos.
22 "We can have people throw footballs through a hoop,"
31 said Mark.
33 "My little sister has a small pool. We can have people
44 toss balls into it," said Emily. "Do you think
53 we could have a face-painting booth?"
59 "Sure!" said Mark. "And we could sell food and juice."
69 "What would we do with the money?" asked Carlos.
78 "I have a good idea. Let's give it to the animal shelter,"
90 said Emily. 92

Comprehension Check

1. What is one of the games that is planned for the fair?
Possible answer: One of the games is having people throw footballs through a hoop.
2. What will the kids do with the money they make?
They will give it to the animal shelter.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Contractions with *not*

Approaching **On-Level** **Beyond**

A **contraction** is a short form of two words. Use an **apostrophe** (’) to take the place of the **o** in contractions formed with **not**.

Make a check mark [✔] next to the sentence with the correct contraction. Circle the contraction.

1. The fox couldn’t get the grapes. ✓

   The fox couldnt get the grapes.

2. The boy wasn’t telling a lie. ✓

   The boy wasnt’ telling a lie.

3. The rabbit did’nt win the race.

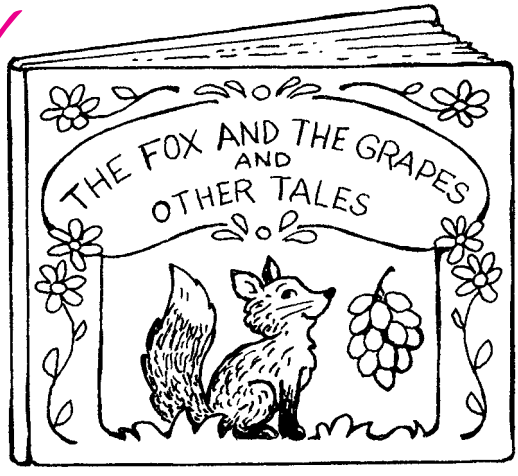
   The rabbit didn’t win the race ✓

4. The man doe’snt keep the talking fish.

   The man doesn’t keep the talking fish. ✓

5. The cat and mice aren’t friends. ✓

   The cat and mice arent friends.



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Literary Element: Repetition

Approaching

Poems often **repeat** words or sentences more than once.

Read the poem. Circle the sentences that repeat in the poem.

Pelican

The pelican is big.
Swim, fish, swim.

The pelican is fast.
Swim, fish, swim.

The pelican is hungry.
Swim, fish, swim.
GULP!

Write the words that are repeated.

Swim, fish, swim.

What do you think happens to the fish?

Possible response:
The pelican eats the fish.

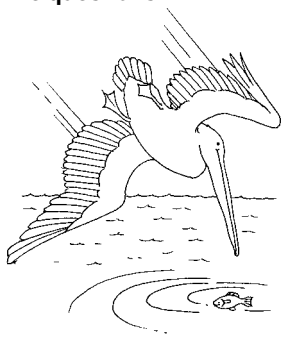
On-Level

Poems often **repeat** words or sentences more than once.

Read the poem. Then answer the questions.

The Pelican and the Fish

The fish swims.
The pelican flies over.
The fish swims.
The pelican is hungry.
The fish swims.
The pelican dives down.
The fish swims.



The pelican gets the fish.
GULP!

1. Circle the sentences that repeat.
2. Complete the end of the poem.
   Possible response provided.

Beyond

Read the poem.
Circle the sentences that repeat.
Then add your own lines to the poem.

Who Will Win?

The pelican can see.
The pelican is diving.
Pelican is hungry! Pelican is hungry!

His wings are wide.
Can the fish hide?
Pelican is hungry! Pelican is hungry!

Look! A big splash!
The fish makes a dash.
Pelican is hungry! Pelican is hungry!

Will the pelican dine
on a fish so fine?
Pelican is hungry! Pelican is hungry!

Possible response:
Pelican ate the fish.

It was a tasty dish.

Pelican is happy!.

Pelican is happy!.

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Phonics: *r*-controlled Vowels: *er*, *ir*, *ur*

Approaching

The letters **er**, **ir**, and **ur** can stand for the same sound.

fern

girl

curl

Draw a line from the word to the picture it names.

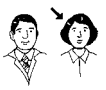
1. bird
2. her
3. shirt
4. curl
5. thirty
6. herd

On-Level

The letters **er**, **ir**, and **ur** stand for the same sound.

clerk bird turn

Circle the word that names the picture. Then write the word on the line.

1. (girl) gull — girl
2. cot (curl) — curl
3. fun (fern) — fern
4. (spur) spot — spur
5.  hid (her) — her
6. (squirt) squint — squirt

Beyond

Write a word from the box to name each picture. Circle the letters that stand for the sound you hear in <u>turn</u>.

purse curve curl squirt fern bird girl perch

1. curl
2. perch
3. girl
4. curve
5. fern
6. purse
7. squirt
8. bird

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Spelling: *r*-controlled Vowels: *er*, *ir*, *ur*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. her
	2. _____	2. bird
	3. _____	3. fur
	4. _____	4. turn
	5. _____	5. dirt
	6. _____	6. sir
Review Words	7. _____	7. happy
	8. _____	8. funny
High-Frequency Words	9. _____	9. full
	10. _____	10. through

On-Level

her	fern	bird	dirt	fur
burn	funny	penny	full	through

A. Complete the spelling word by writing the letters that make the sound in heard and were.

1. b ur n
2. f u r
3. d ir t
4. h er
5. f er n
6. b ir d

B. Write the words that have double letters.

7. funny
8. penny
9. full

Order of 7–9 may vary.

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. her
	2. _____	2. bird
	3. _____	3. fur
	4. _____	4. fern
	5. _____	5. dirt
	6. _____	6. burn
	7. _____	7. germ
	8. _____	8. third
Review Words	9. _____	9. funny
	10. _____	10. penny
High-Frequency Words	11. _____	11. full
	12. _____	12. through

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High-Frequency Words/Vocabulary

Approaching

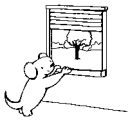
Circle the correct word and write it on the line.

1. Pup lived in a ___poor___ home.
   (poor) through

2. But life was ___full___ of good things.
   climbed (full)

3. Each day he ___climbed___ out of bed.
   another (climbed)

4. He looked ___through___ the window.
   (through) full



5. "It is ___another___ good day," he would say.
   poor (another)

On-Level

full poor another climbed through

A. Write the word that completes each sentence.

1. Little Skunk ___climbed___ out of her den.

2. She was hungry and ___poor___.

3. She went over to ___another___ den and looked in.

4. The den was ___full___ of things to eat!

5. A small head poked ___through___ the leaves.

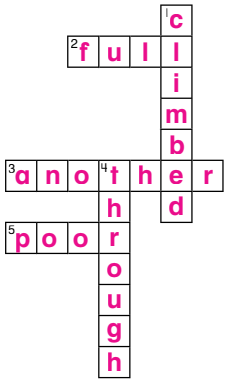
B. Write a sentence to complete the story.

6. Possible response: "Have some food," said the nice skunk.

Beyond

full poor another climbed through

Read the clues. Then use the words in the box to fill in the crossword puzzle.



Across

2. not empty
3. Do you want ___ peach?
5. not rich

Down

1. The cat ___ the tree.
4. I looked ___ the window.

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Comprehension: Cause and Effect Chart

Approaching **On-Level** **Beyond**

As you read Kitten's First Full Moon, fill in the Cause and Effect Chart. **Possible responses provided.**

Cause	→	Effect
Kitten thinks the moon is a bowl of milk.	→	Kitten tries to lick the moon.
Kitten jumps at the moon.	→	Kitten tumbles down the steps.
Kitten thinks the moon in the pond is a bigger bowl of milk.	→	Kitten leaps into the pond and gets wet.
A great big bowl of milk waits for Kitten on the porch.	→	Kitten drinks the milk and falls asleep.

How does the information you wrote in this Cause and Effect Chart help you retell Kitten's First Full Moon?

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Comprehension: Cause and Effect

Approaching

The **cause** is why something happens.
The **effect** is what happens.

cause effect

Match each cause to the correct effect.

Cause Effect

1.
2.
3.
4.
5.

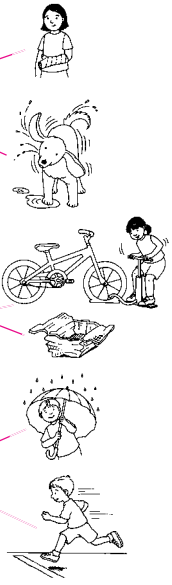
On-Level

The **cause** is why something happens.
The **effect** is what happens.

cause effect

Match the cause to the effect.

1. The dog had a bath.
2. The girl fell.
3. Bob stepped on the box.
4. The tire is flat.
5. Ben ran faster than the others.
6. It is raining.



Beyond

The **cause** is why something happens.
The **effect** is what happens.

A. Match each cause to the correct effect.

cause	effect
1. Jade is hungry.	a. Matt will put up his umbrella.
2. It starts to rain.	b. She puts air in the tire.
3. Ray jumps out of the swing.	c. She will eat an apple.
4. Emily's bike has a flat tire.	d. She gets a ride to school from her mom.
5. Morgan misses the bus.	e. The dog barks loudly.
6. The dog sees a cat.	f. He scrapes his arm.

B. Read the cause. Then write an effect.

7. It is very hot outside.

_____

Possible response:
The children go swimming.

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Grammar: Adjectives

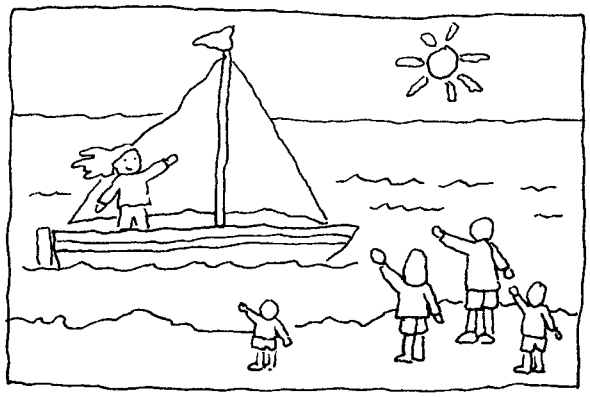
Approaching **On-Level** **Beyond**

An **adjective** is a word that tells about a noun.
A **noun** is a person, place, or thing.

That is a **great** painting.

adjective noun

Circle the adjective in each sentence. Underline the noun it tells about. The first one is done for you.



1. The boat is sailing on a blue sea.
2. A little girl stands on the deck.
3. The cool wind blows her hair.
4. The tall sails flap in the wind.
5. People wave from a sandy beach.
6. You are a good painter.

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Structural Analysis: Inflectional Endings: *-er, -est*

Approaching

When you add **-er** or **-est** to words that end in **e**, drop the **e** before adding **-er** or **-est**.

Cut**e** + **er** = cut**er** My dog is **cuter** than my cat.

Cut**e** + **est** = cut**est** My pup is the **cutest** of all.

Circle the word that completes each sentence. Write the word on the line.

1. My kite is **whiter** than Sam's kite. whiteer (whiter)

2. This grape is the **ripest** in the bunch. (ripest) ripeest

3. This lake is **widest** right here. (widest) wideest

4. This wild dog is **braver** than my pup. (braver) braveer

5. Sam is the **nicest** cat of all. niceest (nicest)

On-Level

To add **-er** or **-est** to words that end in **e**, drop the **e** and then add **-er** or **-est**.

cut**e** + **er** = cut**er** That pup is **cuter** than this one.

cut**e** + **est** = cut**est** The cat is the **cutest** of all.

Add -er or -est to each word. Then write the new word in the sentence.

1. His pet is **tamer** (tame) than the wild cat.

2. The tree in the meadow is the **largest** (large).

3. My dad is the **bravest** (brave) of all.

4. The **later** (late) bus should stop here.

5. Now my dog is **cleaner** (clean) than your dog.

Beyond

Add the ending to the word. Then use the word in a funny sentence about the picture.
Possible responses provided.

1. wide + er = **wider**

The table is wider than the door.

2. strange + est = **strangest**

The cows see the strangest hat in the window.

3. brave + er = **braver**

The mouse is braver than the cat.

4. large + er = **larger**

The elephant is larger than the chair.

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Spelling: *r*-controlled Vowels: *er*, *ir*, *ur*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. happy
- ○ B. hape
- ○ C. hapy

1. ● A. turn
○ B. trun
○ C. turnn

2. ● A. her
○ B. herr
○ C. hur

3. ○ A. durtt
○ B. drit
● C. dirt

4. ○ A. birdd
● B. bird
○ C. brid

5. ● A. fur
○ B. ferr
○ C. fru

6. ○ A. ser
○ B. sur
● C. sir

On-Level

A. Change one letter to spell the /ur/ sound correctly. Write the spelling word on the line.

1. fer ___fur___
2. berd ___bird___
3. durt ___dirt___
4. hir ___her___
5. furn ___fern___
6. birn ___burn___

B. Circle the word that is spelled correctly. Write it on the line.

7. ful fulle (full) ___full___
8. (through) throuhg thrugh ___through___

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ○ A. pennee
- ○ B. pene
- ● C. penny

1. ○ A. hir
● B. her
○ C. hur

2. ● A. burn
○ B. bern
○ C. birn

3. ● A. fern
○ B. firn
○ C. furn

4. ○ A. fru
● B. fur
○ C. furr

5. ○ A. berd
○ B. burd
● C. bird

6. ○ A. therd
○ B. thurd
● C. third

7. ○ A. jerm
● B. germ
○ C. girm

8. ○ A. durt
● B. dirt
○ C. dert

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Vocabulary Strategy: Clarify the Meaning of Unfamiliar Words

Approaching

Read the dictionary entries below. Circle the correct word in the ( ) to complete the sentences.

prefer to like better: I **prefer** to play soccer over baseball.

protects to keep away from harm: The mother hen **protects** her nest of eggs.

relax to rest: The girls will **relax** under the shady tree.

1. The mother fox (relax, protects) her little ones.

2. The fox family likes to (relax, prefer) in the sun.

3. The little foxes (protects, prefer) to jump and play.

On-Level

Read the dictionary entries below.

middle halfway between two ends: We stood in the **middle** of the line.

mistake something thought or done incorrectly: I made one **mistake** on the spelling test.

protects to keep away from harm: The mother hen protects her eggs.

Use a word from the box to complete each sentence. You may use a word more than once.

1. Joan sat in the ___middle___ of her two friends.
2. The mother cat ___protects___ her babies.
3. Please draw a line down the ___middle___ of the paper.
4. If you make a ___mistake___, try again.

Beyond

Read the dictionary entries below.

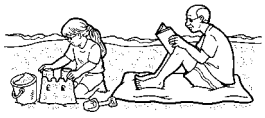
build to make: She likes to **build** things with blocks.

journey a trip: We went on a **journey** to a state park.

moat a ditch filled with water that surrounds a castle: A **moat** was used to protect a castle.

shore the land along an ocean, lake, or river: She took a long walk on the **shore**.

Use words from the box to complete the sentences.



Each summer I take a trip to the ___shore___.

Grandpa likes to read. I like to ___build___ sand castles. I always build a ___moat___ around the sand castle. Each summer I enjoy my ___journey___ to the shore.

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Fluency: Echo Read: Expressions

Approaching

As I read, I will pay attention to patterns in the passage.

I watched some birds make nests.
06 One bird used sticks and twigs.
12 One bird used some grass.
17 One bird used some fur.
22 One bird used a purple ribbon.
28 I liked her nest best! 33

Comprehension Check

1. What are two different things that birds use to make nests? **Possible answer: Birds put grass and fur in their nests.**
2. Which nest did the writer like best? **She liked the nest with the purple ribbon in it.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to patterns in the story.

Where do birds live? Birds live in many places.
09 A bird can live in a tree. It can use twigs and sticks to
23 make a nest on a branch. These birds will eat bugs they
35 find in the grass.
39 Some birds can live in the woods. Birds
47 that live in the woods might peck a hole in
57 a tree to make a home.
63 Other birds can even live on ice! They are called
73 penguins. They cannot fly, but they can dive
81 into the water to eat!
86 They swim in the water to look for krill. Krill are
97 small shrimp.
99 All birds lay eggs. 103

Comprehension Check

1. What are krill? **Krill are small shrimp.**
2. Where do birds find bugs to eat? **They find bugs in the grass.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to patterns in the story.

Do hummingbirds hum? No. They beat their
07 wings very, very fast. This makes a humming
15 sound. If a hummingbird is near you, you can
24 hear it.
26 Hummingbirds are tiny. They are about the size
34 of large bumblebees.
37 Hummingbirds build small nests. The inside of
44 the nest is soft.
48 The mother hummingbird lays a pair of eggs.
56 The mother hummingbird feeds bugs to her babies.
64 The father hummingbird does not share the work.
72 The father hummingbird does not take care of
80 the babies. 82

Comprehension Check

1. How did hummingbirds get their name? **They beat their wings so fast that they make a humming sound.**
2. What does the mother hummingbird do? **She builds a nest, lays eggs, and feeds her babies.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Adjectives

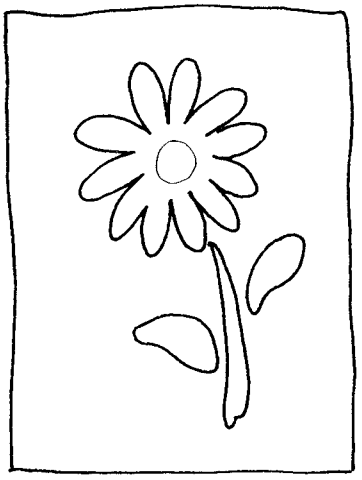
Approaching **On-Level** **Beyond**

A. Read the letter. Circle six words that should begin with capital letters.

Dear mike,

Would you like to come to the shoat Gallery with us? It is on front street in the city. dad says we will see some great paintings there. We are going in two weeks.

Your friend,
Sandy wan



B. Write the sentence correctly. Add an adjective to tell more about the underlined nouns.

1. The name of the girl who painted that daisy is joan reed.

Adjectives will vary. The name Joan Reed should be capitalized.

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Text Feature: Captions

Approaching

Captions tell you facts about a photo or picture.

Pam and Mike
at the beach, June 28

Use the captions to answer the questions.
Underline the correct answer.

Jen and Tim make a house.
Max watches.

1. Who are the children ?
   Jen and Tom Pam and Mike Jen and Tim
2. What are the children doing?
   making a town making a car making a house
3. Who is watching the children?
   Sam Max Mike

Mike and his friends make
a town out of clay.

4. Who are the children?
   Matt and friends Sam and friends Mike and friends
5. What are the children doing?
   making a town making a house making a wall

On-Level

Captions tell you facts about a photo or picture.

Read the captions. Then answer the questions.

On May 28, Paul and
Mom paint his bedroom.

1. Who is in the picture? Paul and Mom
2. What are they doing? painting his bedroom
3. What is the date? May 28

On June 10, Pam and
Joy make a sand castle
at the beach.

4. Who are the children? Pam and Joy
5. What are the children doing? making a sand castle
6. What is the date? June 10

Beyond

Captions tell you facts about a photo or picture.

Write a caption for each picture. Possible responses provided.

1.

   Sally and Jean build a snowman.

2.

   Mark and Shawn play with blocks.

3.

   Sam and Pam play with clay.

4.

   Jill and Bill make a sand castle.

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Phonics: *r*-controlled Vowel: *ar*

Approaching

Together the letters **a** and **r** stand for the sound you hear in **car**.

car

Circle the word that matches the picture.

1. (star) start

2. (car) cave

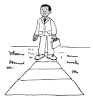
3. barn (bars)

4. sharp (shark)

5. art (arm)

6. (farm) fast

7. (park) part



8. farm (far)

On-Level

Together the letters **a** and **r** stand for the sound you hear in **car**. Listen for the **ar** sound in the word.

car

Read the sentence. Then write the word that completes the sentence.

1. We can play in the ___yard___.
2. The ___star___ is far away.
3. The ___shark___ has many teeth.
4. Wheat grows on a ___farm___.
5. A ___carp___ is a fish.
6. Nana gave me a blue ___scarf___.

yard
yarn
smart
star
start
shark
farm
barn
cart
carp
scar
scarf

Beyond

Draw a picture of each silly phrase.
Accept reasonable responses.

1. a **shark** that **sparkles**
2. an **arm** with a **charm**
3. a **carp** in a **car**
4. a **barn** with **bars**
5. a **star** with a **scarf**
6. a **farm** with a **park**

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Spelling: *r*-controlled Vowel: *ar*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. car
	2. _____	2. barn
	3. _____	3. arm
	4. _____	4. art
	5. _____	5. far
	6. _____	6. harm
Review Words	7. _____	7. her
	8. _____	8. turn
High-Frequency Words	9. _____	9. would
	10. _____	10. house

On-Level

cart	art	barn	yarn	arm
harm	her	dirt	would	house

Circle the two words in each group that rhyme.

1.	horn	harm	farm
2.	dirt	mart	hurt
3.	cart	part	clip
4.	yarn	your	barn
5.	hare	her	fur
6.	house	pool	mouse

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. cart
	2. _____	2. barn
	3. _____	3. arm
	4. _____	4. art
	5. _____	5. yarn
	6. _____	6. harm
	7. _____	7. chart
	8. _____	8. smart
Review Words	9. _____	9. her
	10. _____	10. dirt
High-Frequency Words	11. _____	11. would
	12. _____	12. house

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High-Frequency Words/Vocabulary

Approaching

knew	grew	house
would	curious	idea

Read each sentence. Circle the word that completes it.

1. The grass ___ fast.
   (grew) knew
2. "I ___ it!" said Jan.
   (knew) far
3. We all ___ play.
   (would) curious
4. Ben is ___.
   (curious) house
5. We have fun at Dan's ___.
   (house) kind
6. He has an ___.
   (idea) far

On-Level

Read each sentence. Choose the word that completes the sentence. Circle the word.

1. Dan _____ like to play.
   (would) house
2. The number of balls _____.
   (grew) knew
3. Jean said she could _____ far.
   (run) curious
4. "I _____ you were it!" she said.
   (knew) kind
5. Mike likes to look. He is _____.
   friends (curious)
6. Dean has another _____.
   (idea) knew
7. "I'm so glad we went to Dean's _____," said Mike.
   friends (house)

Beyond

Read each sentence. Complete the sentence by writing the letter of the missing word on the lines below.

a. knew	**b.** grew	**c.** house
d. would	**e.** curious	**f.** idea

1. Ben Franklin was a ___ boy. He asked about many things.
2. The people who ___ Ben liked his curiosity.

3. Ben lived in a ___ in Boston first and later in Pennsylvania.
4. Ben ___ in fame as he traveled.

5. He ___ become an important person in American history.
6. Have you any ___ what a special person Ben was?

1. e	2. a	3. c
4. b	5. d	6. f

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Comprehension: Inference Chart

Approaching On-Level Beyond

As you read Meet Ben Franklin, fill in the Inference Chart.

Text Clues	What You Know	Inferences
Ben watches the wind in ships' sails.	People get ideas by using what they know, making connections.	Ben got his idea by observing wind in ships' sails.
Ben's friends ask, "How did Ben think of that?"	People are amazed when you do something they didn't think of.	Ben is creative, special, and smart.
Ben found a way to learn about electricity.	Sometimes it can be really frustrating to try to learn something new.	Ben must be very patient and persistent.

How does the Inference Chart help you better understand Meet Ben Franklin?

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Comprehension: Make Inferences

Approaching

You can use what you read and what you already know to help you better understand a story.

Read the story. Then choose an answer to each question.

Mya makes sure the hamster feels well. Then she looks at a girl's cat. The cat's leg is hurt. "I will have to put a cast on your cat's leg if it is broken," she tells the girl. Today she takes care of many pets. "Oh, no!" says Mya. "I did not eat lunch yet."

1. What does the author want you to know about Mya?
   - ○ Mya likes to swim.
   - ○ Mya works in a store.
   - ● Mya is a vet.
2. Mya did not eat lunch because she _____.
   - ○ did not want to
   - ○ had no pets to take care of
   - ● forgot
3. What would be a good title for this story?
   - ○ The Sick Hamster
   - ● A Busy Day for Mya
   - ○ The Cat's Leg

On-Level

Read the story. Then choose an answer to complete each sentence.

Jean puts a cast on a cat. Then she looks at a man's dog. The dog's teeth are bad. "Please brush your dog's teeth," she tells the man. Today she takes care of many pets. "Oh, no!" says Jean. "I did not eat lunch yet."

1. What does the author want you to know about Jean?
   - ○ Jean works in a lab.
   - ● Jean is a vet.
   - ○ Jean likes to read.
2. Why does Jean put a cast on the cat?
   - ○ The cat goes to sleep.
   - ○ The cat wants to eat.
   - ● The cat broke a leg.
3. Jean did not eat lunch because she _____.
   - ○ was not hungry
   - ● forgot
   - ○ had no pets to take care of
4. What would be a good title for this story?
   - ○ The Cat with the Broken Leg
   - ● A Busy Day for Jean
   - ○ The Fast Dog

Beyond

Read the story. Use what you read and what you already know to answer the questions. Possible responses provided.

May looks at a tiger's teeth. "Oh no!" she says. "These have got to come out." Then she pulls two teeth. May makes sure the seals feel well. The seals are in a show. She tells a worker that one seal cannot be in the show today.

1. What does the author want you to know about May?

   May is a vet. She works at a zoo.

2. Why does May pull out the tiger's teeth?

   The tiger's teeth were bad.

3. Why can't the seal be in the show today?

   The seal is sick.

4. What would be a good title for this story?

   May Can Help

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Grammar: Adjectives That Compare

Approaching **On-Level** **Beyond**

Add **-er** to an adjective to compare two people, places, or things.

Example: Jon is **faster** than Mike.

Add **-est** to an adjective to compare three or more people, places, or things.

Example: Ed is the **fastest** boy on the team.

A. Write the adjectives that compare.

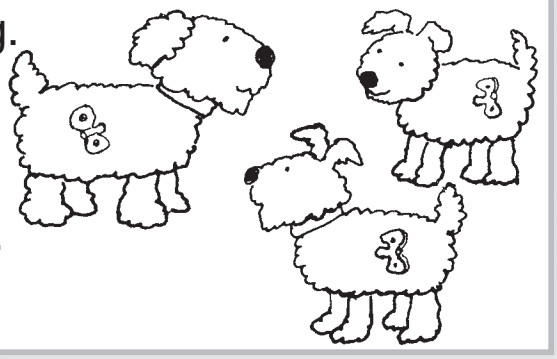
	add -er	add -est
1. low	lower	lowest
2. sweet	sweeter	sweetest
3. kind	kinder	kindest

B. Underline the adjectives that compare.

4. My dog is slower than Tim's dog.

5. It is bigger than Pedro's dog.

6. It is the cutest dog in the bunch.



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Structural Analysis: Abbreviations: *Mr.*, *Mrs.*, and *Dr.*

Approaching

An **abbreviation** is a short form of writing a longer word.
Look at these abbreviations.
Mister → Mr. Missus → Mrs. Doctor → Dr.

A. Match the word to the correct abbreviation.

1. Mister — Dr.
2. Missus — Mr.
3. Doctor — Mrs.

B. Write an abbreviation for the underlined word.

4. Did you visit Doctor Hall? **Dr.**
5. Mister Jon is my dad. **Mr.**
6. Can I go to Missus Lee's home? **Mrs.**

On-Level

An **abbreviation** is a short form of writing a longer word.
Look at these abbreviations.
Mister → Mr. Missus → Mrs. Doctor → Dr.

A. Write the abbreviations for each word.

1. Doctor **Dr.**
2. Missus **Mrs.**
3. Mister **Mr.**

B. Read each sentence. Then circle the word that matches each abbreviation.

4. I will make a cake for Mrs. Smith.
   Melissa (Missus) Miss
5. Dr. Shin helps me when I'm sick.
   (Doctor) Missus Mister
6. We sent mail to Mr. Lee.
   Doctor Saturday (Mister)

Beyond

An **abbreviation** is a short form of writing a longer word.
Mister → Mr. Missus → Mrs. Doctor → Dr.

Read each sentence. Find the mistake.
Write the sentence correctly.

1. Mr James is the soccer coach for our team.
   Mr. James is the soccer coach for our team.
2. When Tom broke his leg, dr Cage put the cast on it.
   When Tom broke his leg, Dr. Cage put the cast on it.
3. Do you know mr. Willem's address?
   Do you know Mr. Willem's address?
4. Last week, mrs Jones and I baked cookies together.
   Last week, Mrs. Jones and I baked cookies together.

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Spelling: *r*-controlled Vowel: *ar*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. turn
○ B. tirn
○ C. trun

1. ○ A. kar
● B. car
○ C. carr

2. ○ A. banr
○ B. barrn
● C. barn

3. ○ A. arme
○ B. amm
● C. arm

4. ● A. far
○ B. faar
○ C. fer

5. ● A. harm
○ B. hram
○ C. herm

6. ○ A. arte
● B. art
○ C. aret

On-Level

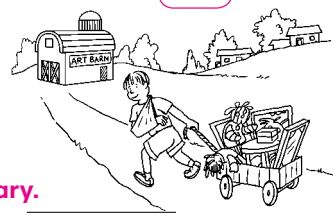
Read the story.
Circle the 8 words that are not spelled correctly.
Then write the words correctly on the lines.

The children made some beautiful art. Kim made herr art out of yarnn. "Can we hang it in the barrn?" she said.

"There is a lot of arte," Mark said. "I can't lift it. My armm is in a sling."

"I have an idea," Pam said. "Let's put it all in a carrt. Then we can pull it from the howse."

"This is a great plan," Mark said. "It does not haerm the art or my back."



Order of 1–8 may vary.

1. her
2. yarn
3. barn
4. art
5. arm
6. house
7. cart
8. harm

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. dirt
○ B. dert
○ C. durt

1. ● A. harm
○ B. hamm
○ C. harme

2. ○ A. aarm
○ B. armm
● C. arm

3. ○ A. barnn
○ B. bann
● C. barn

4. ○ A. smahrt
○ B. smartt
● C. smart

5. ● A. yarn
○ B. yarnn
○ C. yaarn

6. ○ A. carrt
● B. cart
○ C. caht

7. ○ A. arte
● B. art
○ C. arrt

8. ● A. chart
○ B. shart
○ C. chert

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Vocabulary Strategy: Inflectional Endings: *-ing*, *-ed*

Approaching

A verb is a word that shows action. When a verb has the ending **-ed**, the action happened in the past. The **-ing** ending means the action is happening now. You can pick out the word parts of a verb to figure out its meaning.

Underline the base word in each verb.
Write now if the action is happening now.
Write past if the action happened in the past.

For example: opened–past opening–now

1. resting now
2. mowed past
3. climbing now
4. filled past
5. mixing now

On-Level

A verb is a word that shows action. When a verb has the ending **-ed**, the action happened in the past. The **-ing** ending means the action is happening now. You can pick out the word parts of a verb to figure out its meaning.

Underline the word in each sentence that has a word ending. Circle the base word. Then write now if it is something that is happening now. Write past if it was something that happened in the past.

1. I am playing with my best friend. now
2. My cat climbed up the tree. past
3. Dad milked a cow. past
4. I am packing for my trip. now
5. We watched a good game. past

Beyond

You can pick out the word parts of a word to figure out its meaning.

Circle the word that completes each sentence. Write now or past to tell about the action. Then write the base word of the word you circled.

1. Keisha (climbed, climbing) to the top of the slide.
   past; climb
2. She is (shouted, shouting) hello to Raffi.
   now; shout
3. He heard her voice and (waved, waving).
   past; wave
4. They both see Sal (jumping, jumped) in the pile of leaves. now; jump
5. Sal is (smiled, smiling) and having fun.
   now; smile

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Fluency: Echo Read: Intonation

Approaching

As I read, I will pay attention to the intonation.

"Look at all the butterflies!" said Mark.
07 "They like the flowers in our garden,"
14 said Bart.
16 "Let's put them in a jar," said Mark.
24 "I'll get one from the house."
30 "Oh no!" said Bart. "Don't do that!
37 They belong in the yard." 42

Comprehension Check

1. What does Mark want to do with the butterflies? **He wants to put them in a jar.**
2. What does Bart think of Mark's idea? He thinks it is a bad idea. **He thinks the butterflies belong in the yard.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to the exclamation points.

"Look at all the butterflies!" I said to Amy.
09 "I hope I find a Painted Lady!"
16 "Is that one?" Amy asked.
21 "No," I said. "A Painted Lady is not red."
30 A butterfly landed on Amy.
35 "Look, Sara!" Amy said. "Is it a Painted Lady?"
44 "No," I said. "A Painted Lady doesn't have
52 black bands."
54 "I have never been here before," I said to a
64 helper. "Do you have a Painted Lady?"
71 "Yes," she said. "Keep looking! You will find one."
80 "There it is!" said Amy.
85 "No, it's not," I said. "A Painted Lady has
94 black and white spots." 98

Comprehension Check

1. What kind of butterfly are Amy and her friend hoping to find? **They are looking for a Painted Lady.**
2. Does the Painted Lady have bands or spots? **spots**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the intonation.

"Look at all the butterflies!" said Grace.
07 "Why are they on the grass?"
13 "Butterflies need to warm up before they can fly,"
22 said Ben. "That's why they are
28 sitting on the lawn in the sunshine."
35 "You are so smart!" said Grace. "What else
43 do you know about butterflies?"
48 "They have six legs. Each leg has a claw at the end of it."
62 "What do they need claws for?" asked Grace.
70 "They use them to grip things," said Ben.
78 "Butterflies also have hair on their feet. They
86 taste with this hair."
90 "Wow!" said Grace. "I had thought it would
98 be fun to be a butterfly, but now
106 I don't. I don't want to taste food with my
116 hairy feet!" 118

Comprehension Check

1. What do butterflies have at the ends of their legs? **They have claws at the ends of their legs.**
2. Why doesn't Grace want to be a butterfly anymore? **She doesn't want to taste food with her hairy feet.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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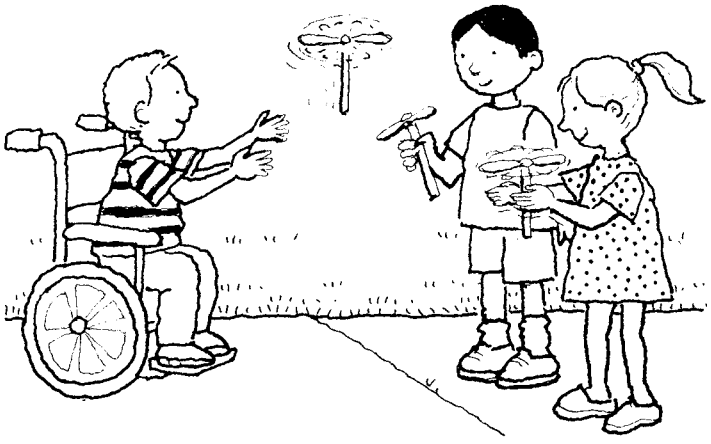
Grammar: Adjectives That Compare

Approaching **On-Level** **Beyond**

Look for mistakes with adjectives that compare.
Look for mistakes with capital letters and end marks.

Write X if a sentence has any mistakes.

Write C if a sentence is correct.



1. what makes the sticks fly up ___X___
2. You have to roll and push. ___C___
3. Which of the three sticks will spin for the long time of all? ___X___
4. Ruby's stick makes a soft sound than mine does. ___X___
5. Catch the stick before it drops! ___C___
6. my stick has a wider top than yours ___X___

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Text Feature: Bold Print

Approaching

Bold print points out important words.

A **cub** is a baby bear.

Read the story. Write the words in bold print that point out the important ideas in the story.

A cub lives in the **wild**, or outside. A cub goes to sleep when there is snow. It may sleep in a **cave**, or a hole in a hill.

Soon, it will be warm. The snow will **melt**, or go away. Then the cub will wake up. It will **hunt**, or look for food.

1. melt

2. hunt

3. wild

4. cave

On-Level

Bold print points out important words.

Read the story. Then write the answer to each question below.

Ben Franklin was an **inventor**. He came up with ideas for many things that would help to make people's lives better. His **Franklin Stove** was a much safer way for people to burn wood for heat and for cooking. Even now we use a **lightning rod** to protect houses and ships from lightning. He gave his inventions away for **free**.

1. **What is an inventor?**

   someone who comes up with ideas

2. **What did people use as a safer way to burn wood?**

   People used the Franklin Stove.

3. **What does a lightning rod do?**

   It protects buildings and ships from lightning.

Beyond

Bold print points out important words.

Read the story. Circle the words in bold print.

In Ben Franklin's time, books cost a lot of **money**. So Ben and his friends started the first **lending library**. These men, called the **Leather Apron Club**, would put their money together and buy books. Then they would lend the books to other people. Soon many people got to read.

Answer the questions about the story.

1. When did books cost a lot of money?

   Books cost a lot of money in Ben Franklin's time.

2. What is a lending library?

   A lending library is a place where you can borrow books.

3. How was the Leather Apron Club able to get the books?

   They put their money together to buy the books.

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Phonics: *r*-controlled Vowel: *or*

Approaching

Look at the picture. The letters **or** stand for the middle sound in **storm** and **horse**.

Write the letters or to complete each word.
Read the word and draw a line to its picture.

1. f__or__k
2. h__or__n
3. c__or__n
4. p__or__ch
5. sh__or__ts
6. t__or__n

On-Level

The letters **or** stand for the middle sound in **horse**.

Circle the word that completes the sentence. Then write the word on the line.

1. The horse is in the barn.
   porch (horse) fort

2. The thorn is sharp.
   storm stork (thorn)

3. We play sports at the park.
   (sports) shorts sort

4. The lamp has a new cord.
   (cord) fork corn

5. We can patch the torn pants.
   north (torn) for

Beyond

A. Read the words in the box. Find them in the puzzle. Circle the words.

forty	short	born	sort
sport	form	port	north

p	b	o	r	n	m	v	p
o	s	h	o	r	t	s	o
r	s	p	j	g	x	d	t
t	o	n	o	r	t	h	f
x	r	k	z	b	j	n	o
q	t	s	p	o	r	t	r
z	p	f	o	r	t	y	m

B. Write a sentence with the word for.

Responses will vary.

C. Think of another or word. Write a sentence using that word.

Responses will vary.

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Spelling: *r*-controlled Vowel: *or*

Approaching

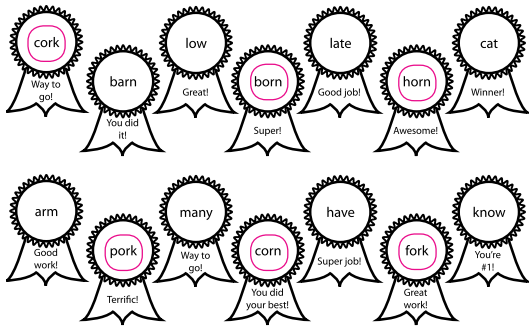
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. born
	2. _____	2. horn
	3. _____	3. corn
	4. _____	4. fork
	5. _____	5. pork
	6. _____	6. cork
Review Words	7. _____	7. car
	8. _____	8. art
High-Frequency Words	9. _____	9. know
	10. _____	10. great

On-Level

born	corn	cork	fork	horn
pork	barn	arm	know	great

A. Circle the words that have the or sound.



B. Write the words you circled.

1. born 2. corn 3. cork

4. fork 5. horn 6. pork

Order of 1–6 may vary.

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. born
	2. _____	2. cork
	3. _____	3. horn
	4. _____	4. corn
	5. _____	5. fork
	6. _____	6. pork
	7. _____	7. thorn
	8. _____	8. sport
Review Words	9. _____	9. barn
	10. _____	10. arm
High-Frequency Words	11. _____	11. know
	12. _____	12. great

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High-Frequency Words/Vocabulary

Approaching

Draw a line to the word that completes each sentence.

1. The drums make a big _____.
2. The school play was _____!
3. Sam got a _____ hat from his grandma.
4. It is much too _____ to swim.
5. They went back to _____ homes after school.
6. Did you _____ what he would say?
7. The cold was so _____ we all froze.

cold
their
warm
predict
sound
extreme
great

On-Level

A. Use words in the box to complete the sentences.

Their cold warm great

1. A hat helps keep you _____warm_____ in the winter.
2. Ice is very _____cold_____.
3. We had a _____great_____ time at the party.
4. _____Their_____ dog is black and white.

B. Match the word to its meaning.

5. sound — something you hear
6. predict — to guess what will happen next
7. extreme — very great; dangerous

Beyond

Read the clues. Use words in the box to complete the puzzle.

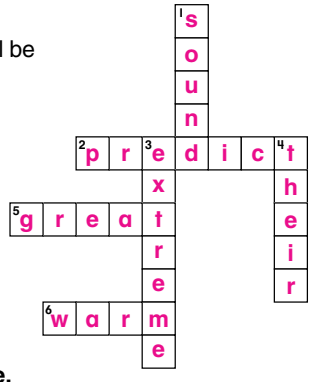
predict warm cold extreme
great their sound

Across

2. to tell what the weather will be
5. very good
6. when it is more hot than cold out

Down

1. you hear the _____ of the wind
3. very bad weather
4. belongs to others



Now fill in the last sentence.

7. We put on coats and hats when it is _____cold_____ out.

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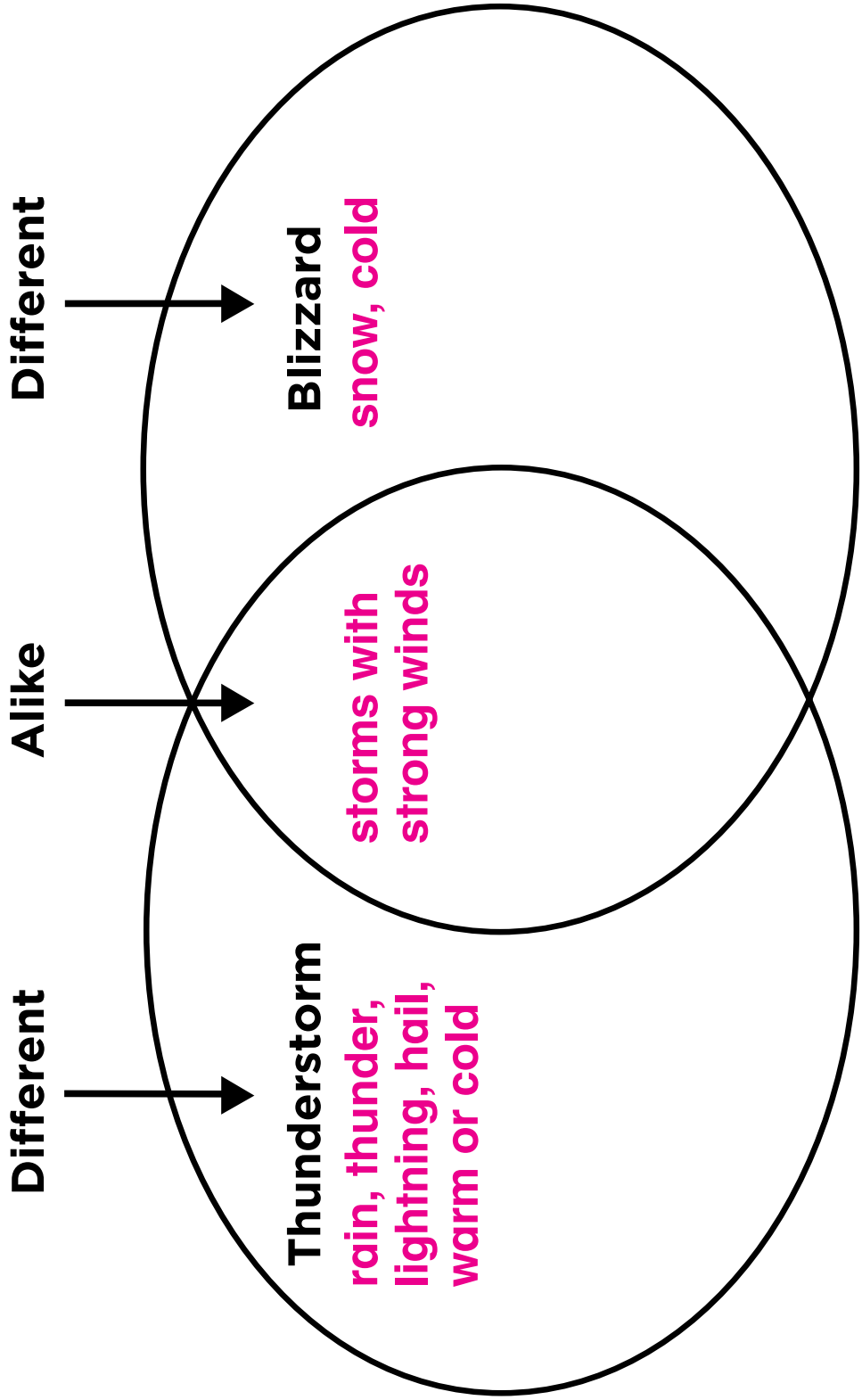
Comprehension: Compare and Contrast Chart

Approaching **On-Level** **Beyond**

As you read Stormy Weather, fill in the Compare and Contrast Chart.



How does the Compare and Contrast Chart help you better understand Stormy Weather?

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Comprehension: Compare and Contrast

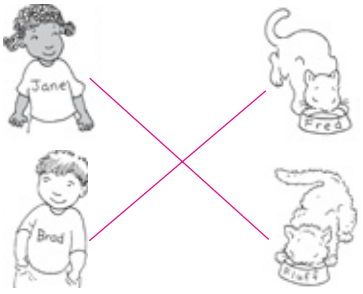
Approaching

When you **compare** two things, you see how they are the same. When you **contrast** two things, you see how they are different.

Circle the sentences that compare two things. Underline the sentences that contrast two things.

1. Brad and Jane both have pet cats.
2. Brad's cat is named Fred. Jane's cat is called Fluff.
3. Brad's cat has tan stripes. Jane's cat is black and white.
4. Fred likes to play and nap. Fluff does, too.
5. The cats do not like the rain.

Match Brad and Jane to their cats. Color the cats.



On-Level

When you **compare** two things, you see how they are the same.

When you **contrast** two things, you see how they are different.

Jay and May both like the water.
When it is warm, they go swimming.
When it is cool, Jay runs with a kite.
May digs holes.
If it rains, Jay takes a nap and May has a snack.
When the weather is extreme, they both go home.

Compare Jay and May by listing how they are the same.

Jay and May like water and swimming.

Contrast Jay and May by telling how they are different.

Jay plays with a kite and takes a nap. May digs holes and has a snack.

Beyond

Read the story. Fill in the chart.

Jan and Jay are in the same class at school. They have the same backpacks, too. Jan's jacket is red with white dots. Jay's jacket is red, but it has no dots on it.

After school, Jan and Jay walk their dogs in the rain. Jan's dog is big and tan. Jay's dog is small and black. Jan's dog is old. Jay's dog is a puppy.

Compare Jan and Jay. How are they alike?

They have the same backpacks, are in the same class, and have pet dogs.

Contrast Jan and Jay. How are they different?

Jan's jacket is red with dots. Jay's is red with no dots. Jan's dog is old, big, and tan. Jay's dog is a small black puppy.

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Grammar: Synonyms and Antonyms

Approaching **On-Level** **Beyond**

Words that have the same or almost the same meaning are called **synonyms**.

Synonyms:	smile	grin
	shine	glow

Words that have opposite meanings are called **antonyms**.

Antonyms:	new	old
	up	down

Read each row of words.

Circle the two words that are synonyms.

1.	kind	happen	nice	ground
2.	tiny	plant	big	little
3.	happy	glad	mean	grow

Circle the two words that are antonyms.

4.	dig	before	after	from
5.	all	seeds	nothing	great
6.	wet	care	again	dry

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Structural Analysis: Compound Words

Approaching

A **compound word** is made of two smaller words.
mail + box = **mailbox**
out + side = **outside**

Use the two bold words in each question to write a compound word for each answer.

1. What do you call a **storm** that brings a lot of **rain**?
   It is a rainstorm.
2. What do you call a **coat** that you wear in the **rain**?
   It is a raincoat.
3. What is a **chair** with **wheels**?
   It is a wheelchair.
4. What is a **cake** you make in a frying **pan**?
   It is a pancake.

On-Level

A **compound word** is made of two smaller words.
sun + set = **sunset**
down + hill = **downhill**

A. Match a word on the left to a word on the right to make a compound word. Then write the word.

1.	rain	flake	raincoat
2.	snow	shine	snowflake
3.	sun	side	sunshine
4.	out	coat	outside

B. Use a compound word in a sentence.

5. Possible response: I love to see the snowflakes.

Beyond

hail ball out shine flake rain light in

A. Use the words in the box to complete the compound words.

1. sun shine
   sun light
2. snow ball
   snow flake
3. out door
   in door
4. hail storm
   rain storm

B. Write two sentences using compound words from above. Possible responses:

5. Let's throw snowballs outside.
6. Hailstorms can be scary.

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Spelling: *r*-controlled Vowel: *or*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. carr
● B. car
○ C. kar

1. ○ A. borrn
● B. born
○ C. boren

2. ● A. horn
○ B. hornn
○ C. honr

3. ○ A. conr
● B. corn
○ C. coren

4. ○ A. forrk
○ B. forkk
● C. fork

5. ● A. pork
○ B. porck
○ C. porrk

6. ○ A. corrk
○ B. koerk
● C. cork

On-Level

Circle the spelling word in each row.
Then write the spelling word on the line.

1. grunt	get	(great)	great
2. (fork)	from	father	fork
3. crab	(cork)	coat	cork
4. kneel	(know)	never	know
5. (born)	block	boys	born
6. house	hello	(horn)	horn
7. people	(pork)	puppy	pork
8. cute	chain	(corn)	corn

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. aam
● B. arm
○ C. armm

1. ○ A. corrn
● B. corn
○ C. korn

2. ● A. born
○ B. bonn
○ C. boren

3. ○ A. spoert
○ B. spart
● C. sport

4. ● A. pork
○ B. porke
○ C. porrk

5. ○ A. honn
○ B. horrn
● C. horn

6. ○ A. kork
● B. cork
○ C. corkk

7. ○ A. thonn
○ B. thoren
● C. thorn

8. ● A. fork
○ B. forrk
○ C. forkk

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Vocabulary Strategy: Synonyms

Approaching

Words with the same or almost the same meaning are **synonyms**. You can use a **dictionary** or a **thesaurus** to find synonyms. A **thesaurus** is a book that lists synonyms.

happy to feel good about something: Joe is **happy** about his new invention.

A synonym for happy is **glad**: Joe is **glad** about his new invention.

More synonyms for **happy** are **cheerful**, **jolly**, **joyful**, and **pleased**.

Read each sentence. Circle the word that means the same as the underlined word.

1. Kim is a very smart girl.

   clever funny

2. She can sing a song very well.

   school tune

3. She won a prize from the game.

   contest ball

On-Level

Words with the same or almost the same meaning are **synonyms**. You can use a **dictionary** or a **thesaurus** to find synonyms. A thesaurus is a book that lists synonyms.

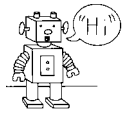
build to make something: Tim will **build** a house.

Synonyms: construct, make, create, form, and put together: Tim will **construct** a house.

Circle the two synonyms in each row that could complete the sentence.

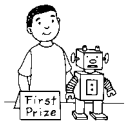
1. That inventor has a clever _____.

   broken invention creation



2. The robot can _____.

   speak paper talk



3. The robot won a/an _____ in the contest.

   prize box award

Beyond

Words with the same or almost the same meaning are **synonyms**. You can use a **dictionary** or a **thesaurus** to find synonyms.

Choose a synonym from the box for the underlined word. Write the synonym on the line.

award	begin	act	contest	smart

1. Jessica has a clever puppy. ___smart___
2. The puppy likes to perform. ___act___
3. They will start practicing tomorrow. ___begin___

4. The puppy was the best act in the competition. ___contest___
5. The puppy won a prize. ___award___

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Fluency: Phrasing

Approaching

As I read, I will pay attention to phrasing.

Miss Ford's class went to an art show.
08 "This man paints pictures of storms at sea,"
16 Miss Ford said. "You will see many pictures
24 with rain, wind, and big waves."
30 "This one of dark clouds, waves, and fog is
39 great," said Paul.
42 "I can almost hear the sound of the
50 foghorn!" 51

Comprehension Check

1. Where did Miss Ford's class go?
They went to an art show.

2. What did many of the pictures have in them?
They had rain, wind, and big waves in them.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to phrasing.

Mike's class was at the art show.
07 "Always stay together, class," said Mrs. West.
14 "We don't want anyone to get lost."
21 The children stopped in one room. There were
29 many paintings to see.
33 "Come look at this one, Zack," said Mike.
41 Mike looked at the painting. There were people
49 in boats on a lake. Mike saw that one boat
59 had no one in it.
64 "I wish I could be in that boat," Mike said.
74 The next thing Mike knew, he was in the boat!
84 Mike put the paddles in the water and pulled.
93 Just then Mike heard Zack say,
99 "Come on, Mike. Let's go."
104 "Wait until I tell you what happened," said Mike. 113

Comprehension Check

1. Where did Mike and his class go?
They went to the art show.
2. What happened to Mike at the art show?
He imagined himself in a boat in a painting.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to phrasing.

Max was looking through a book of
07 paintings. He carefully looked at the
13 sky in all the pictures. In one painting, boats
22 were tied to a pier. The sky behind the boats
32 was red, orange, and yellow. The sky looked
40 like it was on fire. In another painting,
48 ships were sailing on small waves.
54 The sky was bright blue. There were some
62 pure white clouds floating across it.
68 In a third painting, seagulls were on a
76 beach. Gray clouds covered the sky. A
83 bolt of yellow lightning split the picture in
91 half, making it look like two paintings. 98

Comprehension Check

1. What did the sky look like in the painting with the ships?
The sky was bright blue and there were white clouds floating across it.

2. Why does the picture of the beach look like it is split in half? **It looks like it is split in half because there is a bolt of lightning in it.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Synonyms and Antonyms

Approaching **On-Level** **Beyond**

A. Read about books. Find the book title. Write C above the title if it is written correctly. Write NC if it is not correct.

1. The book jack and the beanstalk is about Jack and a tiny seed that grows into a big plant. Jack is a good boy. But bad things happen when Jack goes up the tall plant. NC

2. I am reading Pick, pull, snap! It tells how to grow the plants shown in the book. NC

3. I liked the book Planting a Rainbow. The art in it is beautiful. Now I know how to help plants grow. C

B. Write the wrong titles correctly on the lines.

Jack and the Beanstalk

Pick, Pull, Snap!

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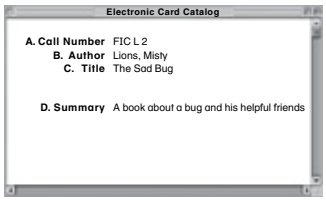
Study Skill: Card Catalog

Approaching

A **card catalog** helps you find books in a library.



A. These numbers show where you can find the book in the library.
B. author's name
C. title of book
D. what the book is about

Look at the card catalog page. Read each sentence. Write or circle the correct answer.

1. Who is the author?

   Misty Lions

2. What is the title?

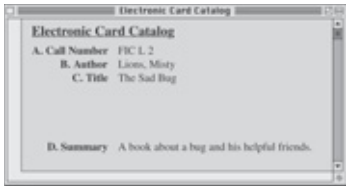
   The Sad Bug

3. This part tells where the book is. (A) B C D

4. This part tells what the book is about. A B C (D)

On-Level

A **card catalog** helps you find books in a library.



A. These numbers show where you can find the book in the library.
B. author's name
C. the title of the book
D. what the book is about

Look at the computer screen. Then answer the questions.

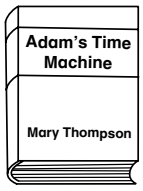
1. What is the title? The Sad Bug
2. What is the book about?

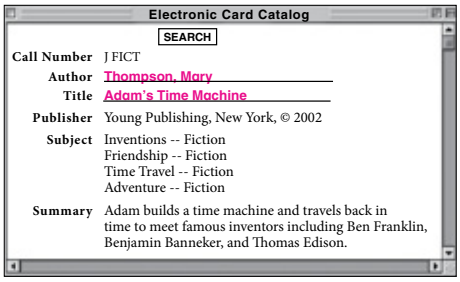
   a bug and his helpful friends

3. Who is the author? Misty Lions
4. Where can you find this book in the library? FIC L2

Beyond

A. Look at the book cover. Then fill in the missing information on the card catalog page.





B. Use the card catalog page to answer the questions.

1. When was the book published? 2002
2. What is the call number? J FICT
3. Is this book fiction or nonfiction? fiction
4. What subjects can you read about in this book?

   inventions, friendship, time travel, adventure

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Phonics: *ou*, *ow*

Approaching

Look at the pictures.
The letters **ou** and **ow** stand for the vowel sounds in h**ou**se and c**ow**.

house cow

A. Add the letters ou to complete each word. Match each word to the picture it names.

1. m ou se
2. r ou nd
3. cl ou d

B. Add the letters ow to complete each word.

4. b ow
5. cl ow n
6. cr ow n

On-Level

Use words from the box to complete the sentences.

cow	mouse	crown	clown
out	round	shout	

1. The king had a gold crown on his head.
2. The ball was red and round.
3. We can't go out to play if it is raining.
4. The brown cow lives on a farm.
5. "Don't shout at me," yelled Ben.
6. The cat ran after the little mouse.
7. The funny clown had a red nose and big feet.

Beyond

Read the words in the box.
Find them in the puzzle. Then circle them.

frown	found	out	mouth	house
plow	now	round	clown	ground

h	a	m	o	p	l	o	w
g	h	o	n	m	c	u	x
r	o	u	n	d	l	t	f
o	u	t	u	x	o	c	r
u	s	h	l	r	w	l	o
n	e	f	o	u	n	d	w
d	n	o	w	o	f	x	n

Use words from the box in sentences.

Possible responses:
The clown with the big, red mouth is funny.

I found a penny on the ground.

She will go outside to play now.

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Spelling: *ou*, *ow*

Approaching

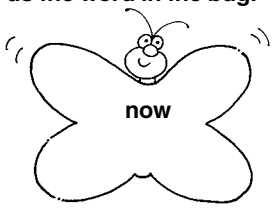
Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

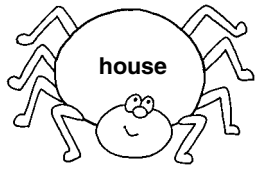
	1. _____	1. cow
	2. _____	2. town
	3. _____	3. our
	4. _____	4. how
	5. _____	5. out
	6. _____	6. sour
Review Words	7. _____	7. corn
	8. _____	8. fork
High-Frequency Words	9. _____	9. fall
	10. _____	10. sure

On-Level

cow	how	town	out	mouse
mouth	born	fork	fall	sure

Write the spelling words with the same /ou/ sound as the word in the bug. Order of answers may vary.





1.	cow	4.	out
2.	how	5.	mouse
3.	town	6.	mouth

Write the spelling words you did not write above.

7.	born	8.	fork
9.	fall	10.	sure

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. cow
	2. _____	2. town
	3. _____	3. mouse
	4. _____	4. how
	5. _____	5. out
	6. _____	6. mouth
	7. _____	7. brown
	8. _____	8. cloud
Review Words	9. _____	9. born
	10. _____	10. fork
High-Frequency Words	11. _____	11. fall
	12. _____	12. sure

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High-Frequency Words/Vocabulary

Approaching

Use the words from the box to complete the sentences.

against	fall	sure	below
orange	wondered	season	yellow

1. In ___fall___, leaves come off the trees.
2. In fall, leaves turn red, ___yellow___, and ___orange___.
3. In fall, the wind will blow ___against___ my hat and take it off!
4. In fall, I rake the leaves that fall ___below___ the tree.
5. In fall, I always ___wondered___ why the leaves did not stay green.

On-Level

Use the words from the box to complete the story.

against	fall	sure	below
yellow	orange	wondered	season

1. Look! Summer is gone. It is ___fall___.
2. It is the best ___season___ of the year.
3. I am ___sure___ this will be a nice fall.
4. Leaves turn red, orange, and ___yellow___.
5. I like the ___orange___ leaves better than the red or yellow ones.
6. She ___wondered___ why the leaves fell.

Beyond

against	fall	sure	below
yellow	orange	wondered	season

Use the words in the box to complete the story.

Fall Has Come!

1. "Oh look, ___fall___ has come," sang Owl to Redbird.
2. Owl is ___sure___ it will turn cold.
3. The leaves will be red, ___yellow___, and orange.
4. Owl likes the ___orange___ leaves best.
5. Then all the leaves will fall down, ___below___ Owl's tree.

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Comprehension: Sequence Chart

Approaching **On-Level** **Beyond**

As you read Happy Fall!, fill in the Sequence Chart.

First
Pinwheel sings, rubs Owl's tree, and bumps the tree. Owl shouts at Pinwheel.

↓

Next
Leaves fall from the tree. Pinwheel thinks he has broken the tree.

↓

Then
Pinwheel and Squirrel jump into the leaves. They have fun until Owl comes out.

↓

Last
Owl jumps into the leaves, too.

How does the Sequence Chart help you visualize what happens in Happy Fall!?

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Comprehension: Sequence

Approaching

The **sequence** tells what happens **first**, **next**, **then**, and **last** in story order.

Look at the pictures.

Read the sentences.
Write 1, 2, 3, or 4 next to the sentence to tell the story order.

___ What a huge pile of leaves!

___ Away we go!

___ The leaves start to fall.

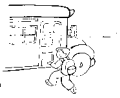
___ Meg and Tom start to rake.

On-Level

The **sequence** tells what happens **first**, **next**, **then**, and **last** in story order.

Look at the pictures. Write what happens in each picture. **Possible responses:**

1. First, the boy packs his backpack.

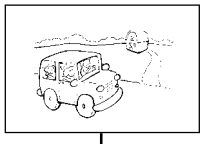
2.  Next, he gets on the bus.

3. Then, the boy comes to school.

4. Last, he meets his class.

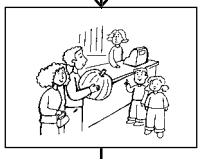
Beyond

Write a sentence that tells about each picture.
Then draw a picture and write a sentence to finish the story. **Possible responses:**



We are going to the pumpkin patch.

Let's look for the best pumpkin.



It's time to pay and go home.

Sentences will vary.

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Grammar: Color Words

Approaching **On-Level** **Beyond**

An adjective tells about a noun. Some adjectives tell the color of something.

Example: **blue** sky

Find the color word in each sentence. Write it on the line.

1. Look at the yellow roses. yellow
2. Flick the black switch. black
3. Wait until the green light comes on. green
4. The clown has a red nose. red
5. Do you like my pink coat? pink

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Phonics: /ou/ as in *found*, *owl*

Approaching

Circle the picture that has the same middle sound as the word.

1. found

2. bounce

3. down

Add the letters ow or ou to complete each word.

4. h ___ou___ se 5. cl ___ow___ n 6. r ___ou___ nd

On-Level

A. Circle the word that names each picture.

1.

   (mouse) most

   mouse

2.

   hose (house)

   house

3.

   (owl) own

   owl

4.

   crowd (crown)

   crown

B. Use words from the box to complete the sentences.

cow	brown	round	mouse

5. The leaves on the ground were ___brown___.
6. The little ___mouse___ looked for food.

Beyond

Write one or two letters in each blank to make a word. Write sentences using some of the words.
Possible responses provided. Sentences will vary.

1. ___ound ___ound ___ound

   found, ground, mound, pound, round, sound

2. ___ouse ___ouse ___ouse

   mouse, louse, house, spouse, grouse

3. ___own ___own ___own

   down, crown, brown, clown, drown, frown, gown, town

4. ___ounce ___ounce

   pounce, trounce, bounce

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Spelling: *ou*, *ow*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ○ A. mose
- ● B. mouse
- ○ C. mowse

1. ○ A. coww
○ B. kow
● C. cow

2. ● A. town
○ B. towwn
○ C. townn

3. ○ A. ourr
● B. our
○ C. ar

4. ○ A. howw
○ B. hoow
● C. how

5. ● A. out
○ B. outt
○ C. owt

6. ● A. sour
○ B. suor
○ C. sor

On-Level

cow	how	town	out	mouse
mouth	born	fork	fall	sure

Change one letter to make a spelling word.
Write the spelling word on the line.

1. house ___mouse___
2. down ___town___
3. hop ___how___
4. torn ___born___
5. call ___fall___
6. cot ___cow___
7. nut ___out___
8. month ___mouth___

Look at the words you wrote above.
Circle the words that have the /ou/ sound.

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. our
- ○ B. aour
- ○ C. ourr

1. ○ A. coww
○ B. kow
● C. cow

2. ● A. town
○ B. towwn
○ C. townn

3. ○ A. mous
● B. mouse
○ C. mos

4. ○ A. howw
○ B. hoow
● C. how

5. ● A. out
○ B. outt
○ C. owt

6. ● A. mouth
○ B. mowth
○ C. mouh

7. ○ A. broun
○ B. brownn
● C. brown

8. ○ A. clud
○ B. clowd
● C. cloud

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Vocabulary Strategy: Inflectional Endings *-ed*, *-ing*

Approaching

A **base word** is the word that is left when you remove the **inflectional ending -ed** or **-ing**. You can use the base word to figure out the meaning of a word.

Sasha **pretended** to be a famous dancer.

The base word is **pretend**. The inflectional ending is **-ed**.

Pretend means to make believe.

A. Circle the base word in each row.

Example: glided	glide	gliding
1. whirled	whirling	whirl
2. push	pushing	pushed
3. answering	answer	answered
4. wishing	wished	wish
5. looked	look	looking

B. Match each base word to its meaning.

6. whirl	**a.** to press or move
7. push	**b.** to see
8. answer	**c.** to hope for
9. wish	**d.** to spin quickly
10. look	**e.** to respond

On-Level

A **base word** is the word that is left when you remove the **inflectional ending -ed** or **-ing**. You can use the base word to figure out the meaning of a word.

The teacher is **forming** the clay.
The base word is **form**.
form to give shape to something

Write the base word.

1. moved	moving	move
2. listening	listened	listen
3. crashed	crashing	crash
4. whistled	whistling	whistle
5. baked	baking	bake

Beyond

A **base word** is the word that is left when you remove the **inflectional ending -ed** or **-ing**.

James is **practicing** how to catch fly balls.

The base word is **practice**. Notice that some verbs are made by removing the final **e** before adding **-ing** or **-ed.**

Practice to do something over and over to get better at doing it.

Write the base word for each word.

1. visited	visit	**2.** explored	explore
3. pressing	press	**4.** escaping	escape

Choose two base words from above. Use each one in a sentence.

Responses will vary.

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Fluency: Choral Read: Intonation

Approaching

As I read, I will pay attention to the questions.

Did you see the sun in the morning?
08 Yes! It was round and yellow.
14 Did you see the sun in the evening?
22 Yes! It was round and orange.
28 Now, did you see the sun at night?
36 No, but I found the moon.
42 It was round and white. 47

Comprehension Check

1. What did the sun look like in the morning?
   It was round and yellow.
2. What shape were the sun and the moon?
   The sun and the moon were round.

On-Level

As I read, I will pay attention to questions in the passage.

Look up at the blue sky in the day.
09 There is a big, round sun in the sky.
18 Do you see white clouds? The sun gives
26 us light. The sun is hot, so it makes us warm.
37 It helps plants grow, too.
42 Now, look up at the dark sky at night.
51 What is big and round and gives us light in
61 the night sky?
64 The moon! But some nights, we can not see it
74 at all.
76 The moon is bright in the sky but it is not hot.
88 It does not make us warm. There is a lot to
99 see in the night sky. 104

Comprehension Check

1. What is a difference between the sun and the moon?
   The sun is hot and makes us warm. The moon is not hot and does not make us warm.
2. What is the same about the sun and the moon?
   They are both big round things in the sky.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the questions in the passage.

Long ago, Moon and Sun both had a warm light.
10 Early one evening, they went to the beach.
18 Their mother, who was a star, stayed home.
26 "I'm bringing back some shells for Mother," said Moon.
35 "What are you bringing her?"
40 "Why should I bring back anything?" Sun asked.
48 When they returned home, their mother was pleased with
57 Moon. She was displeased with Sun. "Sun," she said,
66 from now on, your light will be very hot. People will dislike
78 the way you burn their skin. Moon, she said. "I'll make your
90 light soft and cool. People will be happy to see you." 111

Comprehension Check

1. Why was the mother displeased with Sun?
   Sun did not bring anything back for her.
2. What did the mother do to make people like Moon better than Sun? **She made Sun's light so hot it burns people. She made Moon's light soft and cool.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Color Words

Approaching **On-Level** **Beyond**

Read the story. Circle the color words.

The old black cat wasn't happy. He didn't like having gray mice in his house. "I am going to catch those gray mice," he said.

"We don't want that to happen," the little gray mice said. But the cat had soft feet. The mice couldn't tell when he was coming. So they made an alarm.

When the cat stepped on a red rug in front of their home, a green bell rang. The mice hid. "The black cat can't catch us," they said. "We aren't going to have to go away."

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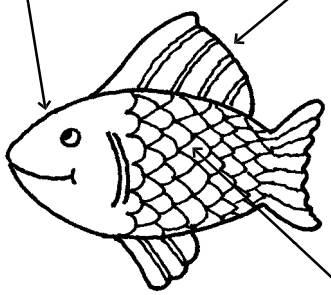
Text Feature: Diagram

Approaching

Look at the diagram of a fish. Use the words from the box to complete the diagram. Write the words on the correct lines.

fin scales head

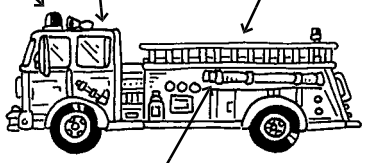


1. head
2. fin
3. scales

On-Level

Look at the diagram of a fire truck. Use the words from the box to complete the diagram. Write the words of the correct labels.

ladder light hose cab



1. light
2. cab
3. ladder
4. hose

Beyond

Make a diagram. Draw a picture of an object. Write the name of the object. Then label each part.

Responses will vary.

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Phonics: *oi*, *oy*

Approaching

Read the words. The letters **oy** and **oi** stand for the sounds in b**oy** and b**oi**l.

b**oy** b**oi**l

Read each word.
Write the letters that stand for the vowel sound.
Match each word to the picture it names.

1. soil ___oi___
2. joy ___oy___
3. broil ___oi___
4. toy ___oy___
5. coin ___oi___

On-Level

Read the words. The letters **oy** and **oi** stand for the vowel sounds in b**oy** and b**oi**l.

b**oy** b**oi**l

Read each sentence. Then complete the word by adding oi or oy.

1. The little child cried with j___oy___ at the sight of the playful pups.
2. We will need more s___oi___l for the new plants.
3. The little b___oy___ laughed and ran toward his father.
4. Jen's new t___oy___ toppled off the table and broke.
5. Mom has to put ___oi___l in her car.
6. The water for our tea will b___oi___l soon.

Beyond

Use the letters to make new words. You can use letters more than once.

t b l c s j br n

1. ___t___ oy
2. ___j___ oy
3. ___b___ oy
4. ___c___ oi ___n___
5. ___b___ oi ___l___
6. ___br___ oi ___l___
7. ___s___ oi ___l___

8. **Write a sentence about the picture. Use some of the words you made.**

Responses will vary.

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Spelling: *oi*, *oy*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. oil
	2. _____	2. coin
	3. _____	3. join
	4. _____	4. joy
	5. _____	5. toy
	6. _____	6. boy
Review Words	7. _____	7. our
	8. _____	8. how
High-Frequency Words	9. _____	9. eyes
	10. _____	10. enough

On-Level

joy	toy	boy	spoil	coin
join	town	mouse	eyes	enough

A. Complete the spelling word by writing the letters that make the /oi/ sound.

1. t ___oy___
2. sp ___oi___ l
3. c ___oi___ n
4. j ___oy___
5. j ___oi___ n
6. b ___oy___

B. Write the words that have the /ow/ sound.

7. ___town___
8. ___mouse___

Order of 7 and 8 may vary.

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. spoil
	2. _____	2. coin
	3. _____	3. join
	4. _____	4. joy
	5. _____	5. toy
	6. _____	6. boy
	7. _____	7. voice
	8. _____	8. enjoy
Review Words	9. _____	9. town
	10. _____	10. mouse
High-Frequency Words	11. _____	11. eyes
	12. _____	12. enough

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High-Frequency Words/Vocabulary

Approaching

Circle a word to finish each sentence.

1. This _____ was just born.
   enough (cub) wild
2. Its _____ are closed.
   (eyes) air cub
3. The cub has a lot to _____.
   air wild (learn)
4. Soon it will be big _____ to walk.
   air (enough) eyes

5. The cub likes the spring _____.
   learn across (air)
6. It will hunt in the _____.
   (wild) cub enough
7. The cub _____ its mouth.
   enough (opened) learn

On-Level

Choose a word from the box to finish each sentence. Then write the word on the line.

wild learn enough air cub eyes

1. The tiger ___cub___ has a sister.
2. Soon the cubs will be old ___enough___ to hunt in the ___wild___.

3. They will ___learn___ from their mother.
4. They like the night ___air___.
5. Their ___eyes___ see well at night.

Beyond

A. Find the words in the puzzle and circle them.

wild learn enough air cubs eyes

X	Q	Z	A	C	R	U	S	S
E	N	O	U	G	H	P	F	E
B	J	F	D	B	Q	Z	X	Y
A	C	L	E	A	R	N	P	E
I	G	W	I	L	D	C	R	S
R	X	G	H	C	U	B	S	D

B. Write three sentences using words from the box.
Possible responses provided.

1. **The cubs are wild.**
2. **You can learn by seeing with your eyes.**
3. **I have had enough!**

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Comprehension: Compare and Contrast Chart

Approaching **On-Level** **Beyond**

As you read A Tiger Cub Grows Up, fill in the Compare and Contrast Chart.

Compare and Contrast	
Cub	**Grown-up**
Tara looks like a cat. She is furry with little ears and paws.	She is bigger, stronger, and more active. She still likes to play.
Tara is like a baby; she needs attention.	She runs in grass and climbs on logs.
Tara needs to learn to crawl and bite.	Tara can take care of herself.

How does the Compare and Contrast Chart help you better understand A Tiger Cub Grows Up?

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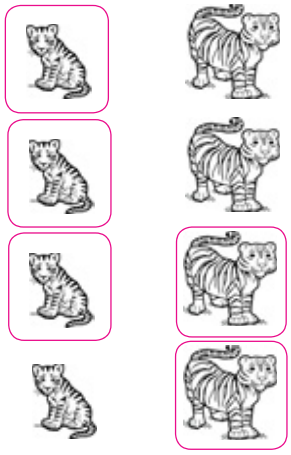
Comprehension: Compare and Contrast

Approaching

When you **compare**, you tell how things are alike.
When you **contrast**, you tell how things are different.

Read the sentences.
If the sentence tells about Tara the tiger cub, circle her picture.
If the sentence tells about the tiger from the poem, circle the picture of the big tiger.
If the sentence tells about both animals, circle both pictures.

1. I have baby teeth.
2. I see the vet.
3. I have many stripes.
4. I hunt in the forest.



On-Level

When you **compare**, you tell how two or more things are alike. When you **contrast**, you tell how things differ.

If something tells about "The Tiger," write it in that list. If something tells about "A Tiger Cub Grows Up," write it in that list. It is okay to write something in both lists.

lives in an animal park		speeds in the forest
has stripes		lives in the wild
poem	real story	drinks milk

"The Tiger" by Douglas Florian

1. poem
2. has stripes
3. speeds in the forest
4. lives in the wild

"A Tiger Cub Grows Up" by Joan Hewitt

5. real story
6. has stripes
7. lives in an animal park
8. drinks milk

Beyond

When you **compare**, you tell how things are alike.
When you **contrast**, you tell how things are different.

You have read "A Tiger Grows Up" and "The Tiger." Both are about a tiger. The two tigers are alike in some ways. They are different in many ways.

Write three things about the tiger from the poem and three things about the tiger from the story. Circle the things that are alike. Underline the things that are different. Possible responses provided.

"The Tiger"
by Douglas Florian

1. has stripes
2. hunts at night
3. is grown up

"A Tiger Grows Up"
by Joan Hewitt

1. has stripes
2. drinks milk
3. is a baby

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Grammar: Number Words

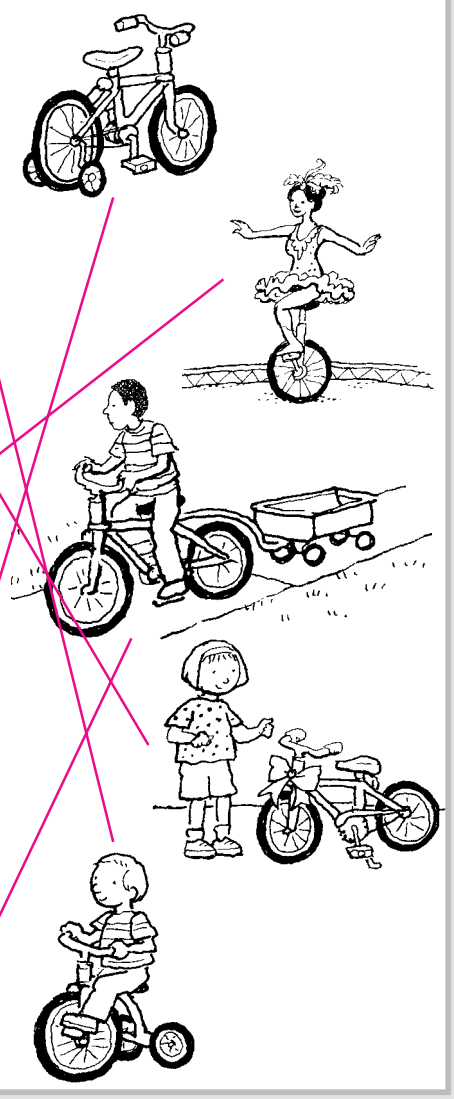
Approaching **On-Level** **Beyond**

Some adjectives are words for numbers.

one	two	three	four	five
1	2	3	4	5
six	seven	eight	nine	ten
6	7	8	9	10

Circle the number word in each sentence. Draw a line to the picture it tells about.

1. The baby's bike has three wheels.
2. Pam's new bike has two wheels.
3. She rides a bike with one wheel.
4. There are four wheels on that bike.
5. See six wheels go round and round.



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Structural Analysis: Prefixes: *re-*, *un-*

Approaching

A **prefix** is a word part you can add to the beginning of a base word to change the meaning of the word.

The prefix **re-** means **again**:
re + tie = **re**tie to tie again

The prefix **un-** means **not** or **the opposite**:
un + likely = **un**likely not likely

Circle the prefix. Then write the meaning of each word.

1. (un)safe — not safe
2. (re)fill — to fill again
3. (re)tell — to tell again
4. (un)happy — not happy
5. (re)pack — to pack again

On-Level

A **prefix** is a word part you can add to the beginning of a base word to change the meaning of the word.

The prefix **re-** means **again**: **re** + pack = **re**pack

The prefix **un-** means **not** or **the opposite**:
un + pack = **un**pack

Write the meaning of each of the following words:

1. reuse — to use again
2. refill — to fill again
3. unhappy — to not be happy
4. unsafe — to not be safe
5. remake — to make again
6. untrue — to not be true

Beyond

A. Add the prefix re- or un- to the words in the box. Write the new words.
Possible responses provided.

tie tell happy pack true load safe

1. untie
2. retie
3. retell
4. unhappy
5. unpack
6. repack
7. untrue
8. unload
9. reload
10. unsafe

B. Use a new word from above in a sentence.

Responses will vary.

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Spelling: *oi*, *oy*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. oru
○ B. owr
● C. our

1. ○ A. oyil
○ B. oyl
● C. oil

2. ○ A. coinn
● B. coin
○ C. coyn

3. ● A. join
○ B. jion
○ C. joyn

4. ○ A. joi
○ B. jyo
● C. joy

5. ○ A. toiy
● B. toy
○ C. toi

6. ○ A. boiy
● B. boy
○ C. boi

On-Level

Circle the spelling word in each row.
Then write the spelling word on the line.

1. space	spoil	shout	spoil
2. every	ease	eyes	eyes
3. boy	block	bear	boy
4. engine	enough	energy	enough
5. join	jaw	joke	join
6. jar	jump	joy	joy
7. clues	chain	coin	coin
8. tiny	toy	try	toy

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. mous
● B. mouse
○ C. mowse

1. ○ A. toi
● B. toy
○ C. toiy

2. ○ A. joyn
○ B. joinn
● C. join

3. ● A. spoil
○ B. spoyl
○ C. spoill

4. ● A. boy
○ B. boi
○ C. boiy

5. ○ A. voyce
○ B. voise
● C. voice

6. ○ A. coinn
○ B. coyn
● C. coin

7. ● A. joy
○ B. joi
○ C. joiy

8. ○ A. injoy
○ B. enjoi
● C. enjoy

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Vocabulary Strategy: Use Syntax and Semantic Clues

Approaching

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Write the letter of the definition that shows the meaning of the underlined word or words.

a. back
b. very full
c. go to see or stay

1. The suitcase is stuffed. There is no room for the truck. ___ b

2. Jon likes to visit many places. He likes to go to his grandmother's house. ___ c

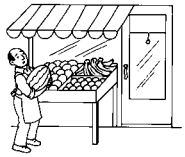
3. Oh no! The suitcase was left behind. It is not in the car. ___ a

On-Level

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Use context clues to figure out the meaning of the underlined word. Fill in the correct circle.

1. The man displays the fruit. He wants to set the melon on the shelf.



○ throws away
● shows or sets out

2. Jordan likes to go places. He enjoys taking the bus to the fruit stand.

● likes
○ twists

3. Jordan's mom likes to relax at the park. She likes to sit and read.

○ finish quickly
● rest

Beyond

Read each sentence. Use the context clues to figure out the meaning of the underlined word. Write its meaning.

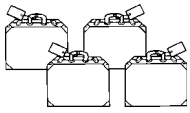
1. Often when our family travels by bus, there are many passengers. Some people even have to stand.

people riding the bus

2. We also travel by car. We snack on fruit. We bring other treats to eat, too.

eat

3. When we fly on a plane, we bring a lot of luggage. Each person packs his or her own suitcase.



suitcases, baggage

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Fluency: Choral Read: Phrasing

Approaching

As I read, I will pay attention to phrasing.

Long ago, two boys wanted to fly.
07 They built a machine to fly in.
14 It was like a kite, but it was not a toy.
25 One boy went up, up, up into the air.
34 After that, he did not have a choice.
42 He went down, down, down.
47 He landed on the ground. 52

Comprehension Check

1. What did two boys want to do long ago? **They wanted to fly.**
2. What happened to the boy after he went up, up, up? **He went down, down, down and landed on the ground.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to phrasing in the passage.

Who Were the Wright Brothers?
05 Orville and Wilbur Wright were inventors.
11 Their dream was to build a flying machine.
19 As children, they liked to find out how things
28 worked. As grown-ups, they worked in a bike
36 shop.
37 In 1900, the Wright brothers built a glider with
46 two wings. Each wing was covered with cloth.
54 They flew their glider like a kite.
61 After testing the glider, one brother got on the
70 glider. Then he would glide in the air.
78 The Wright brothers made and tested many
85 gliders. With each new discovery they made a
93 better glider. 95

Comprehension Check

1. Describe the glider the Wright brothers built. **It had two cloth-covered wings.**
2. How did the brothers fly their glider? **They flew it like a kite and glided in the air.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to phrasing.

Brad looked into his friend's workshop. "What are you
09 working on, Dave?" he asked.
14 "I'm inventing a flying machine. It's a glider with
23 two wings. It's super-light."
27 "Dave, the Wright Brothers made one over 100 years ago."
37 "Well, then I'll make an antigravity spaceship. It will be
47 super-fast. It will travel into space," said Dave.
55 "That's been invented, too, said Brad. "People used one to
65 land on the moon in 1969."
71 "Then I'll invent a ship that travels under the water."
81 "That's called a submarine, Dave. It was invented
89 about 400 years ago!"
93 Brad walked away, shaking his head. He said, "I think
103 Dave misunderstands the meaning of **invention**!" 109

Comprehension Check

1. What was invented about 400 years ago? **Submarines were invented about 400 years ago.**
2. What doesn't Dave understand about the meaning of **invention**? **You can't invent something that has already been invented.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Number Words

Approaching **On-Level** **Beyond**

Circle the mistakes in these sentences.

Then write the sentences correctly.

Write number words for numbers in each sentence.

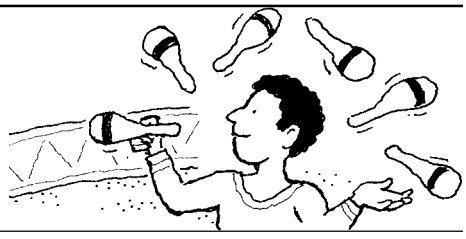
Begin the names of days with capital letters.

1. I was 7 last saturday.

I was seven last Saturday.

2. On sunday, the 4 of us see a show.

On Sunday, the four of us see a show.



3. The man keeps 6 pins in the air.

The man keeps six pins in the air.

4. I try hard on monday and tuesday.

I try hard on Monday and Tuesday.

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Literary Element: Word Play

Approaching

Poets often use words in fun and interesting ways. The sounds of words can help express their meaning.

Read the poem.
Circle the fun words in each verse.
Write the number words.

Possible responses for circled words provided.

Race Starting

Bell horses, bell horses,
What time of day?
One o'clock, two o'clock,
Three and away.

One to make ready,
And two to prepare;
Good luck to the rider,
And away goes the mare.

One for the money,
Two for the show,
Three to make ready,
And four to go.

one, two, three, four

On-Level

Poets often use words in funny and interesting ways. The sounds of words can help express their meaning.

Read the poem. Find the fun words in each verse. Then write the words on the lines.

Bow-Wow

Bow-wow says the dog,
Mew, mew says the cat,
Grunt, grunt goes the hog,
And squeak goes the rat.

Whoo-oo says the owl,
Caw, caw says the crow,
Quack, quack says the duck,
And what cuckoos say, you know.

A fine song I have made,
To please you, my dear;
And if it's well-sung,
'Twill be charming to hear.

Possible responses provided.

grunt, squeak, Whoo-oo, caw, cuckoos

Beyond

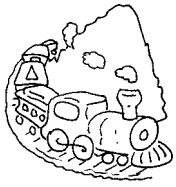
Poets often use words in fun and interesting ways. The sounds of words can help express their meaning.

Read the poem. Circle the sound words at the end of each verse. Then write your own words on the lines. **Possible responses provided.**

She'll Be Coming Round the Mountain

She'll be coming round the mountain
when she comes,
Chug, chug!

Toot,toot!



She'll be driving six white horses
when she comes,
Whoa back!

Hold on!

She'll be wearing red pajamas
when she comes,
Scratch, scratch!

Yuck, yuck!

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Phonics: *oo* and *oo*

Approaching

The letters **oo** can stand for the middle sound in m**oo**n.

Read the words.

z**oo** s**oo**n t**oo**ls m**oo**n

Write the letters oo to complete the words.
Draw a line from each word to the picture it matches.

1. f__oo__d
2. sch__oo__l
3. h__oo__t
4. br__oo__m
5. t__oo__th
6. r__oo__f

On-Level

The letters **oo** can stand for the middle sound in m**oo**n.

Read the word and circle the picture for it.

1. noon
2. zoo
3. school
4. spoon
5. groom

Beyond

A. Use a word with the oo sound to name each picture.

1. roof
2. loop
3. groom
4. tooth
5. goose

B. Draw pictures for two other words with the same oo sound. Possible pictures could include school, food, broom.

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Spelling: *oo* and *oo*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. book
	2. _____	2. look
	3. _____	3. took
	4. _____	4. soon
	5. _____	5. room
	6. _____	6. moon
Review Words	7. _____	7. boy
	8. _____	8. coin
High-Frequency Words	9. _____	9. mother
	10. _____	10. love

On-Level

book	took	look	hood	cook
wood	toy	coin	mother	love

A. Circle the words that have the oo sound you hear in the word good. Order of 1–6 may vary.

B. Write the words you circled. Order of 1–6 may vary.

1.	book	4.	hood
2.	took	5.	cook
3.	look	6.	wood

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. book
	2. _____	2. look
	3. _____	3. cook
	4. _____	4. took
	5. _____	5. hood
	6. _____	6. wood
	7. _____	7. cookie
	8. _____	8. notebook
Review Words	9. _____	9. toy
	10. _____	10. coin
High-Frequency Words	11. _____	11. mother
	12. _____	12. love

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High-Frequency Words/Vocabulary

Approaching

Circle the word that completes each sentence. Write the word on the line.

1. My ___mother___ likes to have fun. (mother / most)
2. Mom has to be ___firm___, too. (firm / find)
3. She ___always___ loves me. (ask / always)
4. My ___father___ made a plane. (fast / father)
5. It is ___supposed___ to go fast. (supposed / sun)
6. He flew it ___four___ times. (firm / four)
7. My mom and dad ___love___ me. (loan / love)

On-Level

mother	four	always	firm
father	love	supposed	

Use words from the box to complete the sentences.

1. My mom is my ___mother___.
2. My dad is my ___father___.
3. We ___love___ each other.
4. We ___always___ help each other.
5. We have ___four___ cats.
6. I am ___supposed___ to be good.
7. Sometimes they are ___firm___ with me.

Beyond

Read each question. Write your answer on the line.

1. What is something you like to do with your **mother** or **father**? **Responses will vary.**
2. What is something you have done **four** times?
3. What is something you **love**?
4. What is something you are **supposed** to do?
5. Are your mom and dad **firm** about bedtime?
6. What do you **always** play with?

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Comprehension: Fantasy and Reality Chart

Approaching **On-Level** **Beyond**

As you read Olivia, fill in the Fantasy and Reality Chart.

Fantasy	Reality
Olivia, a pig, sings, dances, and plays.	Pigs don't sing or dance.
Olivia looks in a mirror; she wears lipstick and jewelry.	Pigs don't wear lipstick and jewelry.
Olivia takes a nap in bed and goes to a museum.	Pigs don't nap in beds or go to museums.
Olivia's mother gives her a time-out.	Pigs don't get time-outs.

How does the Fantasy and Reality Chart help you better understand Olivia?

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Comprehension: Fantasy and Reality

Approaching

Reality is something that could really happen.

Fantasy is something make believe and could not really happen.

reality

fantasy

Color the pictures that show reality.

1.
color

2.
color

3.
color

4.
color

5.
color

6.
color

On-Level

Reality is something that could really happen.

Fantasy is something that could not really happen.

Circle the sentences that show reality. Then underline the sentences that are fantasy.

1. A pig puts on a dress.
2. A pig paints.
3. A pig sleeps.
4. A pig goes to school.
5. A pig has a pet cat.
6. A pig sits in the mud.
7. A pig reads a book.
8. A pig has a mother.

Beyond

A. Circle yes or no to answer each question.

1. Could a dog put on a dress?	yes	no
2. Could a pig build a house?	yes	no
3. Could a cat find a rat?	yes	no
4. Could a frog be a king?	yes	no
5. Could a duck swim in a pond?	yes	no
6. Could a lamb go to school?	yes	no
7. Could a lion have wings?	yes	no
8. Could a spider make a web?	yes	no

B. Make up your own fantasy questions.

9. Responses will vary.

10. _____

Make up you own reality questions.

11. _____

12. _____

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Grammar: Subjects and Predicates

Approaching **On-Level** **Beyond**

A sentence is made up of parts.

The **subject** of a sentence is the part that tells **whom** or **what** the sentence is about.

Example: An ant is on the leaf.

What is on the leaf?

An ant is. **An ant** is the subject.

Answer the question to find the subject of each sentence. Write the subject.

1. Flies have wings. _____

   What has wings? Flies

2. That tiny spider made a big web. _____

   What made a big web? That tiny spider

3. Mr. Jones takes care of bees. _____

   Who takes care of bees? Mr. Jones

4. Bees buzz around the hive. _____

   What buzzes around the hive? Bees

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Phonics: Possessives

Approaching

When **'s** is added to a word, it means that something belongs to that person or thing.

Brad**'s** painting

Add 's to show someone has something.
Draw a line to the picture.

1. Sam 's books
2. Lil 's drum
3. Grandpa 's cat
4. Alex 's boat
5. Olivia 's bike

On-Level

When **'s** is added to a word, it means that something belongs to that person or thing.

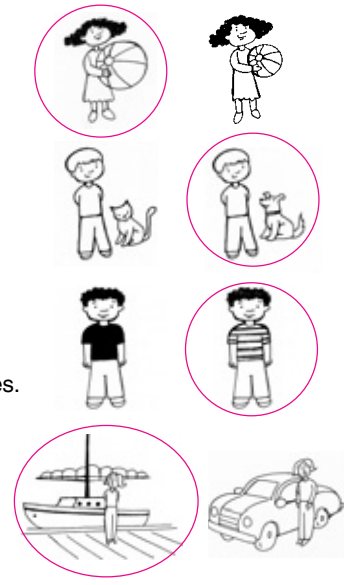
Circle the correct word and write it on the line.

1. This is Olivia's ball.
   Olivia (Olivia's)
2. This is Ian's shirt.
   (Ian's) Ian
3. This is Perry's bone.
   Perry (Perry's)
4. This is the cat's milk.
   (cat's) cat
5. This is Mom's pencil.
   Mom (Mom's)

Beyond

Add 's to show something belongs to a person or thing. Circle the picture each sentence tells about.

1. Fran 's ball is big.
2. Sam 's pet is a dog.
3. Ian 's shirt has stripes.
4. This is Mom 's boat.



Add 's to someone's name to finish the sentence.

5. This is _____ best trip.

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Spelling: *oo* and *oo*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. boi
● B. boy
○ C. boe

1. ● A. look
○ B. lok
○ C. luk

2. ● A. took
○ B. tokk
○ C. tuuk

3. ○ A. suun
○ B. sune
● C. soon

4. ○ A. buok
● B. book
○ C. boik

5. ● A. room
○ B. rume
○ C. ruum

6. ○ A. mune
○ B. muon
● C. moon

On-Level

A. Find the spelling words in the puzzle.
Draw a circle around each word.

f	p	i	v	h	q	j	s	n
u	j	s	l	o	x	m	i	y
p	x	b	o	o	k	f	u	s
m	i	e	v	d	y	v	a	g
q	n	m	e	j	s	p	e	u
e	m	o	t	h	e	r	i	v
i	f	j	o	n	u	c	q	p
g	m	s	o	f	w	o	o	d
l	o	o	k	i	v	o	x	j
p	s	g	j	m	i	k	n	f

Order of 1–8 may vary.

B. Write the spelling words from the puzzle.

1. book
2. took
3. look
4. hood
5. cook
6. wood
7. mother
8. love

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. coin
○ B. coyn
○ C. coyne

1. ○ A. wod
● B. wood
○ C. wuud

2. ○ A. huod
● B. hood
○ C. hould

3. ○ A. tuk
○ B. tuuk
● C. took

4. ● A. book
○ B. buuk
○ C. boke

5. ○ A. notebok
○ B. notbook
● C. notebook

6. ○ A. cuuk
● B. cook
○ C. coik

7. ● A. look
○ B. luok
○ C. loek

8. ● A. cookie
○ B. cookey
○ C. cookee

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Vocabulary Strategy: Use Syntax and Semantic Clues

Approaching

A **dictionary** gives the meaning of a word, shows how to spell a word, and how to use it in a sentence.

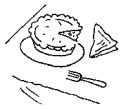
clues hints that help solve a problem or a mystery: The dog's muddy pawprints were **clues** to finding him.

disappeared went away, out of sight: The clouds **disappeared** when the sun came out.

searching looking carefully: Dad is **searching** for his car keys.

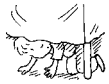
Complete the sentence by circling the correct word in the ( ).

1. A slice of pie (mystery, disappeared) from the plate.



2. Mom follows a trail of crumbly (clues, mystery).

3. Tom searches for (clues, invisible) under the table.



4. Mom is (searching, disappeared) under the table, too.

On-Level

pretends plays or makes believe: Danny **pretends** he is an astronaut.

vanished disappeared: The sun **vanished** when the clouds came out.

observes sees or notices: A scientist **observes** things under a microscope.

inspecting looking at carefully: Mom is **inspecting** the house for dust.

Use a word from above to complete each sentence.

1. Kate thinks Matt ___vanished___ from the room!

2. She is ___inspecting___ the room for clues.

3. He hides behind the toy box and ___pretends___ to be invisible.

4. Kate ___observes___ many clues. She solves the mystery of the missing brother!

Beyond

A **dictionary** gives the meaning of a word and shows how to use the word in a sentence.

Complete each dictionary entry by writing a sentence that uses the bold word. Possible responses provided.

deliver to take or carry something to a person or a place:

The mail carrier will deliver the package this afternoon.

detective a person who looks for clues to solve a mystery:

The detective found fingerprints on the cookie jar.

explore to search or look into carefully:

I like to explore the outdoors.

insect an animal with 3 body parts, 6 legs, and no backbone:

A bee is an insect with wings.

solve to figure out:

She will solve the mystery of the missing shoe.

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Fluency: Echo Read: Phrasing

Approaching

As I read, I will pay attention to the pauses for sentence punctuation.

Bear looked up at the sky.
06 He said, "I want to fly to the moon."
15 "Silly fool," said Bird. "Bears can't fly!"
22 "Well, I read a book in school," said Bear.
31 It said that a cow jumped over the moon.
40 Maybe I can, too."
44 "Good luck," said Bird. Then he shook
51 his head and flew away. 56

Comprehension Check

1. What did Bear want to do? **Bear wanted to fly to the moon.**
2. Why did Bear think he could do that? **He had read a book that said that a cow jumped over the moon.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to phrasing.

One night, Bird and Bear sat at the lake.
09 It was dark, and they were looking at the
18 moon.
19 "The moon looks flat," said Bird.
25 "But I know it is round like a ball."
34 "I would love to fly to the moon," said Bear.
44 "You're fooling. You can't fly!" said Bird.
51 "Well, I could make a spaceship," said Bear.
59 "Then I could fly."
63 "Ha!" said Bird. "That would take too long.
71 Before you were done, I could fly to the moon
81 and back!"
83 "You can't fly to the moon," said Bear.
91 "It's too far away in space." 97

Comprehension Check

1. How will Bear fly to the moon? **He will make a spaceship.**
2. How will Bird fly to the moon? **Bird will use his wings.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to punctuation.

Dan and his father were camping. When they set up
10 their tent, they were careful. They did not want to
20 sleep on top of rocks, sticks, and logs. Now they
30 were cooking hot dogs over the campfire.
37 "My hot dog is wonderful!" said Dan.
44 "Mine is burned," said his father. "I was careless
53 and I cooked it too long." After dinner, they sat by
64 the fire. It was a cloudless night, so they could see
75 the moon. They could even see the eyes, nose, and
85 mouth of the man in the moon.
92 Dan said, "Let's roast marshmallows, Dad. You
99 can cook mine. I'm hopeful that you'll burn them
108 because I love them that way!" 114

Comprehension Check

1. What did Dan and his father see on the moon? **They saw the eyes, nose, and mouth of the man in the moon.**
2. Why did Dan want his father to roast his marshmallow? **Dan likes his marshmallows to be burned and that's what his father did to his hot dog.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Subjects and Predicates

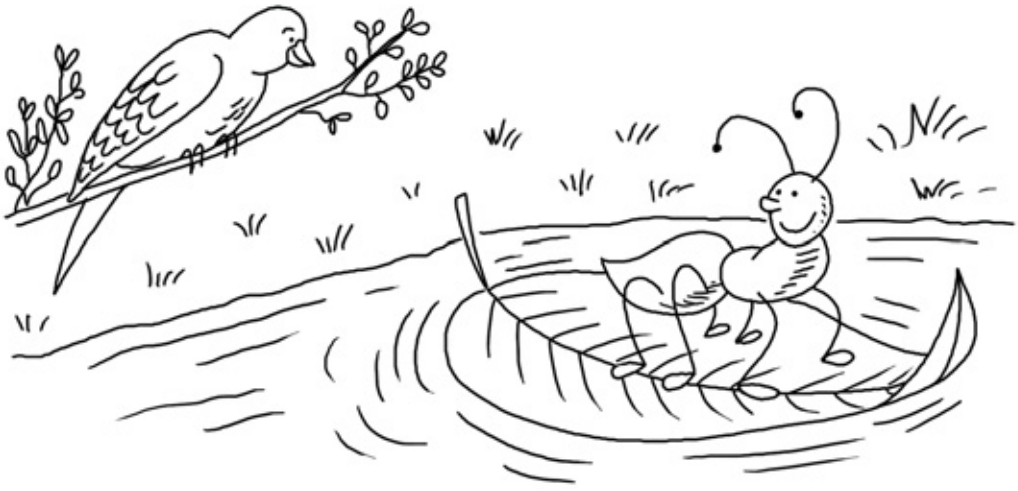
Approaching **On-Level** **Beyond**

Read the story. Then write the letter or letters to tell how to fix each sentence.

Ⓐ Add a subject. Ⓒ Add an end mark.

Ⓑ Begin with a capital letter. Ⓓ Do not change.

(1) ant and White Bird didn't get along. (2) One day, Ant fell into the water (3) so White Bird dropped a leaf into the water (4) Got on the leaf. (5) The wind pushed the leaf to the sand. (6) Ant was saved. (7) What happened to Ant and White Bird (8) Have become good friends.



1. B
2. C
3. B, C
4. A
5. D
6. D
7. C
8. A

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Text Feature: Captions

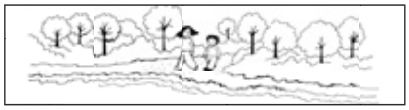
Approaching

Read the three captions below. Write the correct caption under each picture.

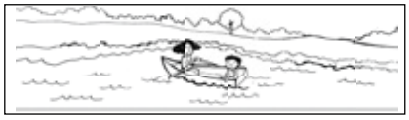
Mom and Sam walk to the pond.

Mom rows the boat.

Mom and Sam see turtles.



1. Mom and Sam walk to the pond.



2. Mom rows the boat.

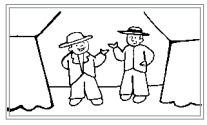
3. Mom and Sam see turtles.

On-Level

Captions tell readers more about a photograph or picture.

Circle the caption that tells about the picture.

1. the talent show
   the baseball game



2. the actors
   the runners

3. my new dance
   my new hat

4. the best singer
   the best painting

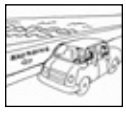
5. the band
   the swimming team

6. my sister's prize
   my sister's bike

Beyond

beach picnic castle float

Add captions to go with each picture. You can use words from the box to help you. Possible responses provided.

1. 

   Dad drives us to the beach.

2.

   We have a picnic.

3.

   We make sand castles.

4.

   We float in the water.

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Phonics: *a*, *au*, *aw*

Approaching

Read the words. What vowel sound do you hear?

The letters **au** or **aw** stand for the vowel sound in the words h**au**l and p**aw**.

Circle the word that completes the sentence.

1. She can mow the _____.
   lawn yawn dawn

2. We _____ the plane take off.
   paw saw claw

3. He likes to _____.
   paw draw flaw

4. This cat has _____.
   saws jaws claws

On-Level

Read the words. What vowel sound do you hear? The letters **au** and **aw** stand for the vowel sound in P**au**l and p**aw**.

Circle the word that answers each riddle.

1. I am a large bird.
   What am I? hawk haul

2. I grabbed with my claw.
   What did I do? call caught

3. This is the start of the day.
   What is it? dorm dawn

4. I like to do this in art class.
   What is it? draw drink

5. A bird can use this to make a nest.
   What is it? stand straw

Beyond

A. Use words from the box to fill the puzzle.

haul chalk straw taught wall hawk

1. You can write with this. chalk
2. part of a room wall
3. a way to carry things haul
4. something a teacher did taught
5. a large bird hawk
6. You can sip milk with this. straw

			1. c	h	a	l	k
		2. w	a	l	l		
	3. h	a	u	l			
4. t	a	u	g	h	t		
			5. h	a	w	k	
		6. s	t	r	a	w	

B. Use the boxed letters in the puzzle to tell what happened to the ball.

The dog caught the ball in its jaws.

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Spelling: *a*, *au*, *aw*

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. haul
	2. _____	2. cause
	3. _____	3. saw
	4. _____	4. claw
	5. _____	5. paw
	6. _____	6. jaw
Review Words	7. _____	7. book
	8. _____	8. look
High-Frequency Words	9. _____	9. nothing
	10. _____	10. along

On-Level

haul	claw	cause	paw	saw
dawn	book	took	along	nothing

Order of 1–7 may vary.

Write the words with the /o/ sound.

1. haul
2. claw
3. cause
4. paw
5. saw
6. dawn
7. along

Write the words with the /oo/ sound in look.

8. book
9. took

Write the word that does not have the /o/ sound or the /oo/ sound.

10. nothing

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. haul
	2. _____	2. cause
	3. _____	3. saw
	4. _____	4. claw
	5. _____	5. paw
	6. _____	6. dawn
	7. _____	7. fault
	8. _____	8. awful
Review Words	9. _____	9. book
	10. _____	10. took
High-Frequency Words	11. _____	11. nothing
	12. _____	12. along

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High-Frequency Words/Vocabulary

Approaching

Circle the word that completes each sentence.

1. We get up _____.
   nothing early
2. We can do an _____ for Mom.
   along errand
3. She can stay home _____.
   instead along
4. There is _____ to it.
   nothing errand
5. We walk _____ the path.
   early along
6. _____ we see them.
   Suddenly Thought
7. Mom _____ they were great.
   thought suddenly

On-Level

Use a word from the box to complete each sentence.

early	along	suddenly	errand
nothing	thought	instead	

1. We woke up ___early___ this morning.
2. We did an ___errand___ for Mom.
3. There was ___nothing___ in the rice jar.
4. Mr. Ford ___thought___ he had some.
5. We gave him three roses ___instead___.
6. ___Suddenly___, it started to rain.
7. Mr. Ford told us to run ___along___.

Beyond

Use words from the box to complete the story.

early	instead	suddenly	along
errand	nothing	thought	

Mr. Stork went on an ___errand___. He set out ___early___ in the morning. He walked ___along___ the path by the river. He ___thought___ he would be safe. ___Suddenly___, Mr. Stork saw Mrs. Fox waiting in the bushes. He flew along the river ___instead___. Mr. Stork was safe, and ___nothing___ happened.

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Comprehension: Inference Chart

Approaching On-Level Beyond

As you read Whistle for Willie, fill in the Inference Chart.

Text Clues	What You Know	Inferences
The boy's dog comes when he whistles.	It feels good to have your dog run to you.	Peter wants to call his dog by whistling.
Peter whirled around.	When I twirl around, I lose my balance.	Peter is feeling dizzy.
He runs home to show his parents he can whistle.	When you're proud of something, you want to share it.	Peter is proud and excited he can whistle.

How does the Inference Chart help you better understand Whistle for Willie?

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Comprehension: Make Inferences

Approaching

You can use what you read and what you already know to help you better understand a story.

Read the sentences. Circle the sentence that tells what the people in the picture are doing.

1. We are going to school.
   We are going to play.

2. I am cooking dinner.
   I am going to work.

3. We are going to the beach.
   We are going skating.

4. We are going to bed.
   We are going for a walk.

5. We are going to school.
   We are going camping.

On-Level

Look at the picture. Then underline the sentence that is true.

1.

   Mark likes to play ball.
   Mark wins the race.
   Mark likes to ride his bike.

2.

   I can play catch.
   I can see far away.
   I can sing and dance.

3.

   I can play a game.
   I can help Dad.
   I can read a good book.

4.

   The water is fun.
   The water is not deep.
   The water is too cold.

5.

   I don't like to help.
   I can help Mom make pancakes.
   I don't know how to make pancakes.

Beyond

Read the story.
Then choose the answer that completes each sentence.

Tory and Art played a game in the park. Art kicked the ball to Tory. Tory stopped the ball. Then she kicked it into the goal. Their team cheered. After the game, all the children had snacks. Art and Tory went to bed very early.

1. Tory and Art played _____.
   ● on a soccer team ○ football ○ at school
2. When Tory made a goal, the team was _____.
   ○ bored ○ sad ● happy
3. After the game, the children were _____.
   ● hungry ○ crying ○ funny
4. Tory went to bed early because _____.
   ○ she ate too many snacks ● she was very tired ○ she cheered for her team

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Grammar: Pronouns

Approaching **On-Level** **Beyond**

A pronoun is a word that takes the place of a noun. Use the pronouns **she**, **he**, **it**, or **they** to take the place of one or more people or things in the subject of a sentence.

Mark and Manish have a dog. **They** have a dog.

Use the pronouns **her**, **him**, **it**, or **them** to take the place of one or more people or things in the object of a sentence.

I asked Zaneb for a book. I asked **her** for a book.

Circle the pronoun that takes the place of the underlined part of the sentence.

1. Janet likes to run and play. (She) It
2. Ari likes to throw the ball. They (He)
3. Misha writes a book report. her (it)
4. Anna and Geir sell hats. (them) it
5. Elena is my best friend. They (She)

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Structural Analysis: Singular and Plural Possessive Pronouns

Approaching

These pronouns go before a noun:
my **our** **her** **their**
These pronouns stand alone:
mine **ours** **hers** **theirs**

Read the first sentence in each pair. Then circle the correct pronoun to complete the second sentence.

1. This hat belongs to Paula.
   This is _____ hat. (her) hers
2. This cat belongs to Jay and Tommy.
   This cat is _____. their (theirs)
3. That bike belongs to me.
   That is _____ bike. (my) mine
4. That house belongs to us.
   That house is _____. our (ours)

On-Level

Some pronouns go before a noun. Some stand alone.
This is **my** book. That pen is **mine**.

Use a pronoun from the box to complete the sentences. Use the underlined words as clues.

my mine ours her hers theirs

1. This flute belongs to Patty. This flute is hers.
2. That kite belongs to me. That kite is mine.
3. This is Lisa's pet. This is her pet.
4. This kitten belongs to Lee and Jack. This kitten is theirs.

Beyond

A. Use a pronoun from the box to complete the second sentence in each pair. Use the underlined word or words as clues.

my mine ours her hers theirs

1. These drums belong to me. These drums are mine.
2. I see Lisa's dog. I see her dog.
3. This tent belongs to us. This tent is ours.

B. Write two sentences using my and theirs.
Possible responses provided.

4. That is my coat.
5. Those boots are theirs.

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Spelling: *a*, *au*, *aw*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. loke
● B. look
○ C. luok

1. ● A. paw
○ B. pwa
○ C. pau

2. ○ A. cuas
○ B. cauz
● C. cause

3. ○ A. sa
● B. saw
○ C. swa

4. ● A. claw
○ B. claue
○ C. clwa

5. ○ A. hlau
○ B. hual
● C. haul

6. ○ A. jau
● B. jaw
○ C. jwa

On-Level

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.

1. ○ ayer
○ aire
● air

2. ● cause
○ cawse
○ cose

3. ○ pawwe
○ pau
● paw

4. ○ donn
● dawn
○ daun

5. ○ sawe
● saw
○ sauwe

6. ● haul
○ hawl
○ hol

7. ○ clauw
○ clohe
● claw

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. buk
○ B. buok
● C. book

1. ○ A. sao
○ B. sau
● C. saw

2. ● A. claw
○ B. claugh
○ C. clau

3. ○ A. falt
● B. fault
○ C. fawlt

4. ● A. haul
○ B. hawl
○ C. hawle

5. ○ A. daughn
○ B. daun
● C. dawn

6. ○ A. pau
● B. paw
○ C. pao

7. ○ A. cauze
○ B. cawse
● C. cause

8. ○ A. auful
● B. awful
○ C. awfull

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Vocabulary Strategy: Context Clues

Approaching

Use **context clues** to figure out the meaning of new words. Remember: Context clues may be found in the same sentence or in nearby sentences.

Use the underlined context clues to match the word in bold letters to its meaning.

1. Those funny boys are **fooling** around on the playground.
2. Ben wears a **helmet** and pretends to be an astronaut driving a rocket.
3. Pete wears a cape and pretends to be a visitor from a faraway star in **space**.
4. They land on the hill and **tumble** to the ground.
5. "It's great to feel the **earth** under my feet again," says Ben.

A. something that protects a person's head

B. the ground; also the planet where we live

C. drop, roll

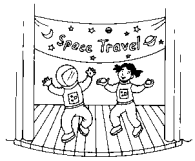
D. joking, being silly

E. the place where astronauts travel

On-Level

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Fill in the circle next to the correct meaning of the bold word. Use the underlined context clues to figure out the meaning of each word.



1. The girls are giggling and **fooling** around on the stage.
   - ● acting silly
   - ○ cleaning
2. They are in a show about stars and planets in **space**.
   - ○ the beach
   - ● a place where astronauts travel
3. The big **helmet** hides most of Seta's face.
   - ○ boots
   - ● something that protects a person's head
4. Maria fell down. Her moon rocks **tumbled** off the stage.
   - ● dropped
   - ○ dug
5. "These space boots make it hard to feel the **earth** under my feet," said Seta.
   - ○ cold water
   - ● ground; also the planet where we live

Beyond

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Write the letter of the correct meaning of each underlined word. Use context clues.

a. something that protects a person's head
b. the ground; also the planet where we live
c. dropped, rolled
d. being silly
e. the place where astronauts travel

1. My uncle took me to a museum about astronauts and space. __e__
2. I wore an astronaut's helmet and sat in a real rocket ship. __a__
3. The heavy helmet tumbled to the floor when I took it off my head. __c__
4. My uncle likes making jokes and fooling around with me when we go places. __d__
5. He told my mom, "It's good to feel the earth under my feet after that trip to the moon!" __b__

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Fluency: Echo Read: Phrasing

Approaching

As I read, I will pay attention to the pauses for sentence punctuation.

Jill tried to put on her shoes, but they did not fit.
12 "These feel awful!" she said. "They squeeze my toes."
21 "Yes, they are much too small," said her mother.
30 "We'll have to buy new ones at the mall."
39 "I saw some with straps, not laces. Can I get those?"
50 "We'll see," said her mother. 55

Comprehension Check

1. What was wrong with Jill's shoes? **Her shoes were too small.**
2. What kind of new shoes does Jill want? **She wants shoes with straps.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to the phrasing.

Early one day, Jill tried to tie the laces on her shoes.
12 But she could not tie them.
18 "You will be able to do it one day soon,"
28 said Jill's mother. "Put on your shoes with the
37 straps." Then, she left to go shopping.
44 Along came Jill's sister, Molly. "Pretend the
51 laces are snakes. Tie the snakes together, like
59 this," said Molly.
62 Jill kept getting her snakes tied in knots.
70 "Put on your sandals," said Molly. "They do
78 not have laces."
81 Jill sat down and tried again. 87

Comprehension Check

1. What is Jill trying to do? **She is trying to tie her shoes.**
2. What animals does Molly tell Jill to pretend her laces are? **snakes**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the pauses for sentence punctuation.

People have been wearing shoes for a long time.
9 Today, many shoes are worn as decoration. Long ago,
18 the first shoes were worn only as protection. In cold
28 places, they looked like bags of fur. In warm places,
38 the first shoes were sandals. They were made from
47 leaves, grass, or leather.
51 There have been many, many kinds of shoes. Some
60 of them were funny inventions. About 700 years ago,
69 some men wore very long shoes. The front of the long
80 shoe was chained to the man's knee! This kept him
90 from tripping over his shoes. These were probably not
99 too comfortable! 101

Comprehension Check

1. Long ago, what shoes did people wear in cold places? **They wore shoes that looked like bags of fur.**
2. About 700 years ago, some men wore funny shoes. What did these shoes look like? **They were very long. The front of the shoe was chained to the man's knee.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Subjects and Predicates

Approaching **On-Level** **Beyond**

A sentence has a subject and a predicate.

Capitalize the name of a holiday.

Write

- **S** if a sentence is missing a subject.
- **P** if the sentence is missing a predicate.

Circle letters that should be capital in the name of a holiday.

1. Jack gave Dad a great gift for father's Day. _____
2. The gift. P _____
3. The two of them. P _____
4. Went to Mars on a rocket ship. S _____
5. They won't be back until thanksgiving. _____

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Text Feature: List

Approaching

A **list** is a series of things written in a certain order.

Dogs can

1. lead the blind

2. look for clues

3. watch sheep

Write the word that completes the sentence.

1. This dog watches sheep.

2. This dog leads the blind.

3. This dog looks for clues.

On-Level

A **list** is a series of things written in a certain order.

Dogs can do these jobs:

1.

2.

3.

4.

Read the question. Draw a line to the answer.

1. Which dog helps the blind?

2. Which dog looks for clues?

3. Which dog watches sheep?

4. Which dog pulls a sled?

Beyond

A **list** is a series of things written in a certain order.

Dogs can
1. lead blind people
2. help find someone who is lost
3. keep sheep together
4. save someone who is trapped
5. pull a sled over ice and snow
6. cheer up someone old or sick

Look at the list. Write a sentence telling how one of the dogs might help you.

1. Possible response: A dog can help find me if I get lost.

Look at the list again. Write a sentence telling how one of the dogs might help someone else.

2. Possible response: A dog can lead a blind person across the street.

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Phonics: Two-Syllable Words

Approaching

A **syllable** is a word part that has one vowel sound. Some words have more than one syllable.

One Syllable	Two Syllables
sing	singer

Put the two word parts together. Write the word. Then match the word to the picture it names.

1. teach ing _____ teaching _____
2. den tist _____ dentist _____
3. paint ed _____ painted _____
4. farm er _____ farmer _____
5. fast est _____ fastest _____
6. hill side _____ hillside _____

On-Level

A **syllable** is a word part that has one vowel sound.

Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. tool box _____ toolbox _____
2. paint ed _____ painted _____
3. cook ing _____ cooking _____
4. slow er _____ slower _____

Connect the word parts to make a real job name. Write the job names on the lines.

farm — ist
art — er

5. _____ farmer _____
6. _____ artist _____

Beyond

Connect a word part from each column to make a two-syllable word. Write the word on the lines.

sev	vor
paint	tor
pi	en
cow	tist
fla	box
doc	lot
den	boy
tool	ed

Order of responses may vary.

1. _____ seven _____
2. _____ painted _____
3. _____ pilot _____
4. _____ cowboy _____
5. _____ flavor _____
6. _____ doctor _____
7. _____ dentist _____
8. _____ toolbox _____

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Spelling: Two-Syllable Words

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. dentist
	2. _____	2. happen
	3. _____	3. unpack
	4. _____	4. begin
	5. _____	5. lion
	6. _____	6. open
Review Words	7. _____	7. saw
	8. _____	8. jaw
High-Frequency Words	9. _____	9. goes
	10. _____	10. build

On-Level

dentist	happen	unpack	begin	lion
protect	saw	cause	goes	build

A. In each row put an X on the word that does not belong. Then write that spelling word.

1. saw	cause	dentist		dentist
2. lion	goes	begin		goes
3. unpack	begin	saw		saw
4. protect	goes	build		protect

B. Write the spelling words that begin with b.

5. begin 6. build

Write the spelling words that have the same vowel sound as haul.

7. saw 8. cause

In 5–8, order of words may vary.

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

	1. _____	1. dentist
	2. _____	2. happen
	3. _____	3. unpack
	4. _____	4. begin
	5. _____	5. lion
	6. _____	6. protect
	7. _____	7. animal
	8. _____	8. elephant
Review Words	9. _____	9. saw
	10. _____	10. cause
High-Frequency Words	11. _____	11. goes
	12. _____	12. build

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High-Frequency Words/Vocabulary

Approaching

only laugh goes
build ordinary interesting

Circle the word that goes in each sentence.

1. The rocket _____ up.
   ever (goes) ordinary

2. She can make you _____.
   (laugh) only interesting

3. This cat looks _____.
   only (ordinary) ever

4. This cat is _____.
   goes laugh (interesting)

5. There is _____ one bird.
   ever (only) goes

6. Did you help them _____ the shed?
   ordinary interesting (build)

On-Level

Use the words in the box to complete each sentence.

only laugh goes build ordinary interesting

1. People like to _____ **laugh** _____.

2. It eats _____ **only** _____ the leaf.

3. She _____ **goes** _____ in.

4. This bird is _____ **ordinary** _____.

5. This bird is more _____ **interesting** _____.

6. Let's watch the bird _____ **build** _____ a nest.

Beyond

A. Write a sentence for each picture using one or more of the words. **Possible responses provided:**

only laugh goes build ordinary interesting

1. **The clown made me laugh.**

2. **It was an ordinary day.**

3. **I had an interesting dream.**

4. **He reads before he goes to bed.**

B. Try to use the leftover words in one sentence.

Responses will vary.

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Comprehension: Classify and Categorize Chart

Approaching On-Level Beyond

As you read Cool Jobs, fill in the Classify and Categorize Chart.

Classify and Categorize	
Jobs to Make Things	**Jobs That Help**
flavor maker	zoo dentist
	beekeeper

How does the Classify and Categorize Chart help you better understand Cool Jobs?

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Comprehension: Classify and Categorize

Approaching

When you compare and contrast, you tell how things are alike and different.

Circle the sentences that tell how two or more things are alike.

1. Kim likes to read. Brad likes to read.
2. Dan is hot. Gill is cold.
3. Lee and Tim are in the first grade.
4. Bill and Chris have on white shirts.
5. One dog is big. The other dog is small.

On-Level

Write A if the sentence or sentences tell how two or more things are alike. Write D if the sentence or sentences tell how two or more things are different.

1. Ted has a black dog. May has a black cat. D
2. Sam likes to sing and Mike likes to dance. D
3. Dana and Karen have on blue pants. A
4. Cara's flowers are red. Nia's flowers are pink. D
5. Both toys are broken. A
6. All of the babies are small. A

Beyond

Write about how these things are alike. Then write about how they are different. Possible responses provided.

store school house

Alike

All of these things are places people go.

Different

These places are for different things. A school is where people learn. A house is where people live. A store is where people buy things.

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Grammar: Pronouns

Approaching **On-Level** **Beyond**

A **pronoun** is a word that takes the place of a noun.

Use the pronouns **he**, **she**, or **it** to take the place of one person or thing in the subject of a sentence.

Pete is a cook. **He** is a good cook.

Use the pronoun **they** to take the place of more than one person or thing in the subject.

The girls sing. **They** sing very well.

Circle the pronoun that takes the place of the underlined part of the sentence.

1. Mom and Dad work. They work hard.
2. Mr. Wall fixes cars. He fixes old cars.
3. Anna sells hats. She sells bags, too.
4. The two girls walk dogs. They walk all kinds of dogs.
5. My sister makes dresses. She makes doll dresses.

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Structural Analysis: /âr/ *air*, *are*, *ear*

Approaching

The letters ***air***, ***are***, and ***ear*** can make the same sound.

hair

square

bear

Circle the word that completes each sentence. Then write the word on the line.

1. The farmer ran after the hare.
   hat (hare)

2. His wife picked a pear.
   peak (pear)

3. The cowboy rode the mare.
   (mare) make

4. He can rest on this chair.
   chain (chair)

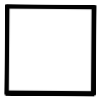
On-Level

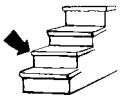
The letters ***air***, ***are***, and ***ear*** can make the same sound.

chair spare tear

Write the words from the box that have the same vowel sound and spelling as the name of the picture.

fair bear dare wear pair share

1. 
   square
   dare share

2. 
   stair
   fair pair

3.
   pear
   wear bear

Beyond

Use the words in the box to complete the sentences.

tear pair share hair square bear

1. You can wash and brush it. hair
2. It likes to eat berries. bear
3. It has four sides. square
4. It is two of the same thing. pair
5. It is a nice thing to do. share
6. It means the same as rip. tear

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Spelling: Two-Syllable Words

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. jau
● B. jaw
○ C. jwa

1. ● A. dentist
○ B. dentest
○ C. dantust

2. ○ A. happin
○ B. happne
● C. happen

3. ○ A. unpac
● B. unpack
○ C. unpak

4. ○ A. bigen
● B. begin
○ C. beegin

5. ● A. lion
○ B. lian
○ C. lyin

6. ● A. open
○ B. ohpun
○ C. opne

On-Level

A. Circle the word in each row that is spelled correctly.

1. lion	lyin	lian
2. dentust	dentist	dennist
3. build	biuld	bild
4. bigin	begin	beggin
5. cawes	caus	cause
6. sau	sawe	saw

B. Write the spelling words that contain the short a sound.

7. happen **8.** unpack

Write the spelling words that contain the long o sound.

9. protect **10.** goes

In 7–10, order of words may vary.

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

● A. cause
○ B. cauze
○ C. cauz

1. ○ A. hapen
○ B. happin
● C. happen

2. ○ A. dentest
● B. dentist
○ C. denntist

3. ○ A. anemal
● B. animal
○ C. animul

4. ○ A. lionn
○ B. lyon
● C. lion

5. ● A. protect
○ B. prutect
○ C. protecked

6. ● A. begin
○ B. beginn
○ C. bigin

7. ○ A. eliphant
○ B. elehphant
● C. elephant

8. ○ A. unpac
○ B. unpak
● C. unpack

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Vocabulary Strategy: Use a Dictionary

Approaching

A **dictionary** is a book that gives the meaning of words. Some words have more than one meaning.

star 1. A **star** is something that shines in the night sky: At night, look for a **star** near the moon. **2.** A **star** is a famous actor or actress: The **star** made a new movie.

pitcher 1. A **pitcher** is a baseball player: The **pitcher** threw the ball. **2.** A **pitcher** is something to hold liquids: Mom keeps the milk in a **pitcher**.

Match the word to all the pictures that show its meanings.

1. star
2. pitcher

A.
B.
C.
D.

On-Level

A **dictionary** is a book that gives the meaning of words. Some words have more than one meaning.

Read the definitions below.

flyer 1. a person who flies aircraft: The **flyer** did tricks in the small plane. **2.** a sheet of paper with information: The **flyer** gave the time and place of the sale.

model 1. a person who shows off clothes or other things: The **model** came down the runway in a beautiful dress. **2.** a small example of something: Jim built a ship **model**.

Choose the correct definition for the word. Fill in the circle.

1. flyer	● paper with words	○ fix a roof
2. flyer	○ place in line	● person in a plane
3. model	○ sit down	● shows off clothes
4. model	● small example	○ sandy beach

Use a word from above in a sentence.

Possible response: We got a flyer about the art show.

Beyond

Some words have more than one meaning.

major 1. an officer in the armed forces: The **major** led the troops. **2.** something big or important: Grandma's visit was a **major** surprise.

model 1. someone who wears new clothes for people to see: The **model** wore the latest style. **2.** a person who is a good example for other people to follow: This student is a good **model** for others.

Choose the meaning of the underlined word that is used in the sentence. Write the number of the meaning on the line.

1. My father is a major in the army. 1
2. Miss Jones is a model for other teachers. 2
3. The team won a major victory. 2
4. The model wore three dresses in the show. 1

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Fluency: Phrasing

Approaching

As I read, I will pay attention to the pauses for sentence punctuation.

Small airplanes can fly low.
05 In small planes, people can see the ground.
13 They can see the sights below them.
20 Big jets can fly high.
25 In big jets, people can travel very fast.
33 They fly through clouds.
37 Helicopters can fly forward and backward.
43 In helicopters, people can fly in circles. 50

Comprehension Check

1. What can people see in airplanes?
They can see the sights below them.
2. What can helicopters do?
They can fly forward and backward.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to phrasing.

Some people fly sightseeing planes.
05 Sightseeing planes fly low to the ground.
12 That way, people on the plane can see all
21 the sights.
23 Some people fly helicopters. A helicopter is
30 different from a plane. Helicopters
35 can fly forward and fly backward.
41 Also, they can turn in a circle
48 and stay still in the air.
54 There are places where only helicopters
60 can fly. There are places where
66 planes cannot go. 69

Comprehension Check

1. Why do sightseeing planes fly low to the ground?
That way, people can see all the sights.
2. In what directions can helicopters fly? **They can fly forward and backward and turn in a circle.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the pauses for sentence punctuation.

Helicopters are much different than airplanes.
06 They can fly straight up, straight down, backward,
14 and sideways. They can even stay in one place.
23 Unlike planes, they don't need a runway. They can take off
34 and land in tight spaces. Helicopters are used to do
44 many things. One thing is to rescue people.
52 A rope can be dropped from a helicopter. Sometimes
61 a big basket is tied to the rope. This can pick up people
74 below. Helicopters have pulled people off sinking ships,
82 burning buildings, and mountains. Helicopters are
88 also used carry things. They can carry food and
97 medicine to places that are hard to reach. Sometimes
106 they carry firefighters to forest fires. 112

Comprehension Check

1. How are helicopters different than planes?
They can fly straight up, straight down, backward, or sideways.
2. What is one way that helicopters are used to rescue people? **They pull people off sinking ships.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Pronouns

Approaching **On-Level** **Beyond**

Correct the letter. Cross out the underlined words. Write a pronoun to take their place in the space above. Add missing commas.

March 14,1874

Dear Will,

It

Our new house is done. ~~Our new house~~ is made of logs. Dad used tree trunks to make the logs. He ~~Dad~~ had to cut down lots of trees.

She

My sister Kate has her own room now. ~~My sister Kate~~ is very happy about that.

Next week, Mom and Dad will open their shop in Dows,Iowa. They ~~Mom and Dad~~ will sell food, cloth, and other goods.

Your best friend,

Hans

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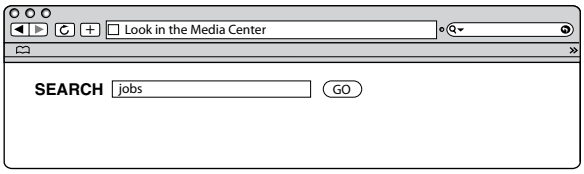
Study Skill: Media Center and Internet

Approaching

You can find out about anything on the Web! Put what you want to find in the search box. Hit GO. A list of Web sites will pop up.



Read the sentence.
Underline the word you would put in the search box.

1. You want to know more about a job with animals.
   animals vet birds
2. You want to find out about space.
   space earth farm
3. Little Bear Goes to the Moon is by Else Holmelund Minarik. You want to find out more about the author.
   bears moon Minarik
4. You want to find out about a kind of pet.
   bird bear bee

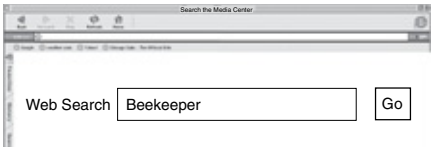
On-Level

You can use the Internet to find out about a topic. Put important words, or keywords, in the search box. Then hit GO, and a list of links will pop up.

Write the keywords you would type in the search box to look up the following: **Responses to 3–4 will vary.**

1. You want to know more about the moon. — **moon**
2. You want to find out about places to see in New York. — **New York**
3. You want to know more about the animal you like best. — _____
4. You want to find out about a job you would like. — _____

Beyond



Read each sentence. Then write the keywords you would type in the search box.
Possible responses provided.

1. You want to find out about a job with animals other than a beekeeper.
   "jobs with animals"
2. You want to know more about one of the planets.
   name of a particular planet
3. You want to find out about a kind of machine.
   name of a particular machine
4. You want to find out about the person who wrote your favorite book.
   Responses will vary, but will be the name of an author.

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Phonics: Two-Syllable Words

Approaching

A **syllable** is a word part that has one vowel sound.
Some words have more than one syllable.

One Syllable	Two Syllables
turned	turning
side	beside
loud	louder

Circle the word with two syllables. Then match the word to the picture it names.

1. hopping
   shops
2. blows
   below
3. twist
   tallest
4. wheel
   hilly
5. looking
   looked

On-Level

A **syllable** is a word part that has one vowel sound. Some words have more than one syllable.

A. Put the two syllables together. Write the word on the line. Then match the word to the picture it names.

1. short est _____ shortest _____
2. hill y _____ hilly _____
3. in sect _____ insect _____
4. lift ing _____ lifting _____

B. Circle the two words in the sentence that have two syllables. Write the words on the lines.

The mice were looking for bugs in the meadow.

5. _____ looking _____
6. _____ meadow _____

Beyond

Read each sentence. Circle the two words with two syllables. Write the words on the lines.

Two little insects ran out to play.

1. _____ little _____
2. _____ insects _____

They went looking for fun in the meadow.

3. _____ looking _____
4. _____ meadow _____

They found a sleeping turtle.

5. _____ sleeping _____
6. _____ turtle _____

They also found a good hiding place.

7. _____ also _____
8. _____ hiding _____

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Spelling: Two-Syllable Words

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

High-Frequency Words

1. _____	1. jumping
2. _____	2. looking
3. _____	3. waiting
4. _____	4. lasting
5. _____	5. needing
6. _____	6. wishing
7. _____	7. dentist
8. _____	8. lion
9. _____	9. before
10. _____	10. been

On-Level

jumping	looking	waiting	stopping	running
planning	dentist	lion	before	been

A. Read each row of words. Put an X on the word that does not belong.

1. jumping	waiting	lion X
2. been X	looking	stopping
3. planning	before X	waiting
4. dentist X	jumping	running

B. Write the spelling words that have two n's in the middle.

5. running 6. planning

Write the spelling word that has only one syllable.

7. been

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

High-Frequency Words

1. _____	1. jumping
2. _____	2. looking
3. _____	3. waiting
4. _____	4. stopping
5. _____	5. running
6. _____	6. planning
7. _____	7. hiding
8. _____	8. coming
9. _____	9. dentist
10. _____	10. lion
11. _____	11. before
12. _____	12. been

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High-Frequency Words/Vocabulary

Approaching

been gone searching before clues invisible

Use a word from the box to complete each sentence.

1. Where has the cat ___gone___?

2. Let's keep ___searching___ outside for the cat.

3. The cat has ___been___ here.

4. These feet marks are ___clues___.

5. The cat ran to them ___before___ they could open the door.

6. The cat is not ___invisible___, so we can see it!

On-Level

Circle the word that completes each sentence. Then write the word on the line.

1. Where has the cat ___gone___?
   done (gone)

2. The girls have ___been___ best friends for years.
   (been) are

3. Let's keep ___searching___ for the missing dog.
   sending (searching)

4. We must look for ___clues___.
   close (clues)

5. I can't see it. It must be ___invisible___.
   (invisible) instead

6. "I saw the keys ___before___ we left," said Mom.
   other (before)

Beyond

Use the words in the box to complete the story.

been gone searching before clues invisible

My grandmother has ___been___ reading a mystery.

She has read this book ___before___.

It is about a detective and an ___invisible___ man.

A detective needs ___clues___ to find a man he can't see. The detective saw footprints when he was

___searching___ the beach. When he reached the water, the footprints were ___gone___. The detective was tricked again!

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Comprehension: Predictions Chart

Approaching **On-Level** **Beyond**

As you read Dot and Jabber and the Big Bug Mystery, fill in the Predictions Chart. Possible responses:

What I Predict	What Happens
The mice will find a mystery to solve.	They look into the mystery of vanishing bugs.
They will find clues about what is making the bugs vanish.	The mice figure out that the bugs are hiding from a sparrow and a toad. These animals eat bugs.
The mice will figure out where the toad and the bugs are.	The mice find the toad and the bugs when they understand that many things hide in plain sight.

How does the information you wrote in this Predictions Chart help you better understand Dot and Jabber and the Big Bug Mystery?

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Comprehension: Make Predictions

Approaching

Look at the picture. Read the sentence that tells what could happen next.

The dog will chase the ball.

Look at each picture. Underline the sentence that tells what could happen next.

1.

The boy will eat.
The boy will ride.
The boy will swim.

2.

She will plant flowers.
She will pick the flowers.
She will water the flowers.

3.

The ship will fly into space.
The ship will sail.
The ship will not go up.

4.

The dog will cut down the tree.
The cat will go up the tree.
The dog and cat will go to the lake.

On-Level

In a **prediction**, you tell what you think will happen next.

Read each story. Then complete the sentence to tell what could happen next. Possible responses provided.

1. The ship takes off. It is flying to the moon. It will

land on the moon.

2. The car is not clean. Mom drives to the car wash. The car will

get washed.

3. It is a windy day. We have kites. We will

fly the kites.

4. Dad brings home a bag full of food. He cooks the food. We will

eat the food.

Beyond

Look at each picture. Predict what will happen next. Draw a picture and write a sentence. Responses will vary.

1.

2.

3.

4.

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Grammar: Using *I* and *Me*

Approaching **On-Level** **Beyond**

The words **I** and **me** are pronouns.

Use **I** in the subject of a sentence.

Use **me** in the predicate of a sentence.

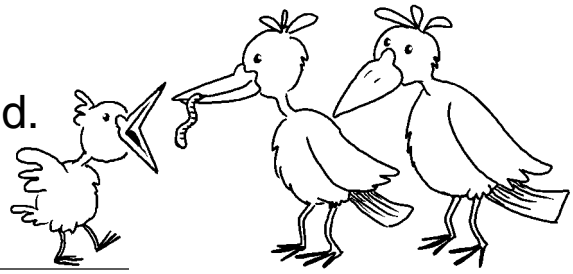
Examples: **I** have a book about Baby Bird.
Mom gave **me** the book.

Write I in the subject.

1. I am Baby Bird.

2. My sisters and I just hatched.

3. I want some food.



Write me in the predicate.

4. Mom feeds worms to me.

5. She keeps me warm in the nest.

6. Soon, Dad will show me how to fly.

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Structural Analysis: Contractions

Approaching

Contractions combine two words.

The **apostrophe** (') takes the place of the missing letter or letters.

we + will = **we'll** I + am = **I'm** you + have = **you've**

Circle the contraction in each sentence.
Underline the words that make the contraction.

1. I've made this with strips of string.
   You have I have

2. We'll buy this striped shirt.
   We will You have

3. I'm going to school.
   I am You have

4. You've got an itch to scratch!
   We will You have

On-Level

Contractions combine two words. The **apostrophe** (') takes the place of any missing letters.

we + will = **we'll** I + am = **I'm** you + have = **you've**

A. Write the contraction for the two words.

1. we + have = **we've**
2. he + will = **he'll**
3. I + am = **I'm**
4. she + will = **she'll**

B. Use the contractions to complete the sentences.

5. **I'm** scratching my itch.
6. **She'll, He'll** be glad when spring is here.

Beyond

A. Read each sentence. Circle the contractions.

1. We'll be home soon.
2. I've run a whole mile around the track!
3. I'll paint my face with stripes for my tiger mask.
4. They've been swimming in the pond.
5. I'm very tired today.

B. Write the contractions on the lines below. Write the two words that form the contraction.

	He'll	He	+	will
6.	We'll	We	+	will
7.	I've	I	+	have
8.	I'll	I	+	will
9.	They've	They	+	have
10.	I'm	I	+	am

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Spelling: Two-Syllable Words

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ○ A. lieon
- ● B. lion
- ○ C. lyon

1. ● A. needing
○ B. needng
○ C. neding

2. ○ A. wihsing
○ B. whishing
● C. wishing

3. ● A. waiting
○ B. wating
○ C. waitnig

4. ○ A. jupming
● B. jumping
○ C. jumpnig

5. ○ A. latsing
○ B. lastig
● C. lasting

6. ● A. looking
○ B. lookking
○ C. loking

On-Level

A. Circle the word in each row that is spelled correctly.

1.	jumping	jumpng	jumpeing
2.	stoppng	stoping	stopping
3.	wating	waiting	wayting
4.	planning	planeing	planeng
5.	luuking	loocking	looking
6.	runnig	running	runing

B. Write the spelling words that do NOT end in ing.
In 7–10, order of words may vary.

7. dentist
8. lion
9. before
10. been

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. dentist
- ○ B. dennest
- ○ C. dentust

1. ○ A. comming
● B. coming
○ C. cumming

2. ○ A. hidding
○ B. hideing
● C. hiding

3. ○ A. jumpping
● B. jumping
○ C. jumpng

4. ● A. looking
○ B. lookking
○ C. lokking

5. ○ A. stoping
● B. stopping
○ C. stopeing

6. ○ A. runing
○ B. runng
● C. running

7. ● A. waiting
○ B. wating
○ C. waitting

8. ○ A. planneng
○ B. planeng
● C. planning

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Vocabulary Strategy: Word Parts

Approaching

An **inflected verb** is a verb with an ending. When you remove the **-ing** or **-ed** ending, you are left with the base word.

inflected verb	base word
splash**ing**	splash
splash**ed**	splash

Cross out the ending. Then write the base word. The first one is done for you.

1. open~~ed~~ open
2. chew~~ing~~ chew
3. point~~ed~~ point
4. crawl~~ing~~ crawl
5. learn~~ing~~ learn
6. talk~~ed~~ talk
7. sleep~~ing~~ sleep
8. tear~~ing~~ tear

On-Level

An **inflected verb** is a verb with an ending. When you remove the **-ing** or **-ed** ending, you are left with the base word.

inflected verb	base word
splash**ing**	splash
splash**ed**	splash

Write the ending. Then write the base word. The first one is done for you.

1. opened ed open
2. chewing ing chew
3. pointed ed point
4. crawling ing crawl
5. roaring ing roar
6. talked ed talk

Beyond

Write the base word. Then write a sentence using the inflected verb.

Possible responses provided.

1. opened open
   Rosa opened the door.
2. chewing chew
   The cub was chewing on the berries.
3. pointed point
   Mom pointed to the stars.
4. tearing tear
   The cub was tearing up the food.

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Fluency: Choral Read: Phrasing

Approaching

As I read, I will pay attention to the pauses for sentence punctuation.

"I found a feather in the backyard," said
08 Wendy.
09 "It's bright yellow. What kind of bird has
17 feathers like that?"
20 "I don't know, but I have an idea," said
29 Carlos. "We'll build a birdhouse.
34 I have wood, nails, and paint.
40 Maybe the bird will come back and live
09 in the birdhouse.
51 Then we can find out more about it." 59

Comprehension Check

1. What did Wendy find in the backyard? **She found a bright yellow feather.**
2. Why did Carlos want to build a birdhouse? **He wanted to build one so the bird will come back and live there. Then he and Wendy can find out more about the bird.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to phrasing in the story.

Meena looked out at the birds that had
08 come to her backyard.
12 "Look at how great they are," Meena said.
20 "I want them to stay, not fly away."
28 "Well, we can make a birdhouse," Mama
35 said. "It would be welcoming and then the
43 birds might not leave."
47 "Wow, that's a great idea," said Meena. "Let's
55 make it this afternoon."
59 Meena called her friends Wendy and Mark
66 to help. Soon Wendy and Mark came over.
74 While Wendy took out paper and paints, Mark
82 took out wood and glue. And Meena put out
91 foil stickers. 93

Comprehension Check

1. Why does Meena want to build a birdhouse? **She wants the birds to stay.**
2. Do you think Meena, Wendy, and Mark are good friends? **Yes. They work together.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the pauses for sentence punctuation.

"I was reading about bluebirds," said Lee. "Some people
09 think having bluebirds brings good luck. Are there any
18 bluebirds in our area, Mom?"
23 "Yes, I think so," said Mom, "but I've never seen any in
35 our yard. What else did you read about bluebirds?
44 Maybe we can do something to attract them."
52 "They like to nest in houses called nest boxes," said Lee.
63 "I'm sure we could make one. What do they eat?" asked
74 Mom.
75 "Grasshoppers, beetles, and bugs," said Lee.
81 "They will have to find those on their own!" laughed
91 Mom. 92

Comprehension Check

1. Why do Lee and her mom want bluebirds in their yard? **Lee read that some people think that bluebirds bring good luck.**
2. What do bluebirds eat? **They eat grasshoppers, beetles, and bugs.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Using *I* and *Me*

Approaching **On-Level** **Beyond**

Use **I** in the subject of a sentence.

Use **me** in the predicate of a sentence.

Always capitalize the pronoun **I**.

Find mistakes in the play. Circle the pronoun I if it is not written correctly. Make an X on I or me if it is not used correctly.

1. CUBBY: Mama catches fish for X

   Sometimes, i eat berries, too.

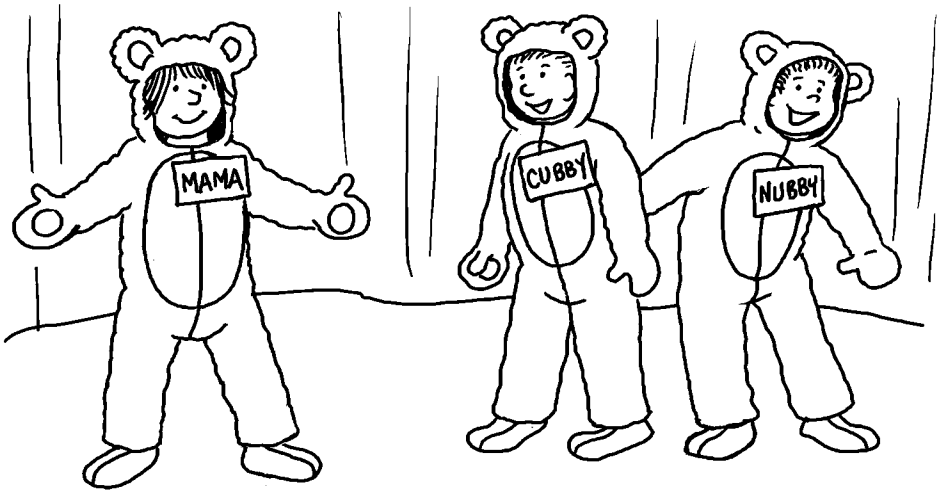
   I am getting taller and stronger.

2. NUBBY: Me want to learn to fish, Mama.

   Cubby and i are growing up.

3. MAMA: i will teach you to fish, sons.

   You will watch me and learn.



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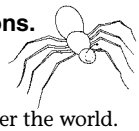
Text Feature: Heads

Approaching

A **head** tells what information is in a section.

Read the article. Then answer the questions.



Spiders

A spider is a small animal. Spiders live all over the world.

The Body of a Spider

A spider has 2 body parts. An insect has 3 body parts. A spider has 8 legs. An insect has only 6. A spider is different from an insect.

The Home of a Spider

A spider spins a web and then stays in the web. The sticky web helps the spider catch food.

1. What is the article about? spiders
2. List the 2 heads that tell about the different sections in the article.

The Body of a Spider

The Home of a Spider

On-Level

A **head** tells what information is in a section of an article or story.

A. Read the article about spiders.

Spiders

A spider is a small animal. A spider can be black, red, brown, or even yellow.

The Body of a Spider

A spider has 2 body parts. It also has 8 legs. An insect has only 6 legs.

The Home of a Spider

A spider lives in a web. It spins a sticky web. When a bug flies into the web, it gets stuck. Then the spider eats it.

B. Answer the questions about the article.

1. Circle the two heads that tell what information is in the sections.
2. Write one fact from each section.

Possible responses:

A spider has 2 body parts.

A spider catches its food in its web.

Beyond

Write an article about your favorite insect.
Use the heads as a guide.

Name of Insect Responses will vary.

What the Insect Looks Like

Where the Insect Lives

What the Insect Eats

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Phonics: Two-Syllable Words

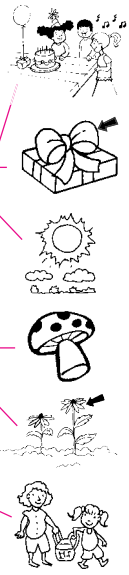
Approaching

A **syllable** is a word part that has one vowel sound. Some words have more than one syllable.

One Syllable	**Two Syllables**
birth	birthday

Put the two word parts together. Write the word. Then match the word to the picture it names.

1. sun ny sunny
2. rib bon ribbon
3. tall er taller
4. mush room mushroom
5. pic nic picnic
6. sing ing singing



On-Level

Some words have more than one **syllable**, or word part.

Read each sentence. Circle the two words with two syllables. Write the words on the lines.

Meg planned a picnic for Sunday.

1. picnic 2. Sunday

She asked seven children to come.

3. seven 4. children

She made peanut butter snacks.

5. peanut 6. butter

Her puppy came along, too.

7. puppy 8. along

Beyond

Some words have more than one **syllable**, or word part.

A. Read each sentence. Circle the two words with two syllables. Write the words on the lines.

We will go hiking this weekend.

1. hiking 2. weekend

It will be cloudy on Sunday.

3. cloudy 4. Sunday

B. Write two sentences using some of the two-syllable words above. Add others. Possible responses provided.

5. I am going on a picnic this Sunday.
6. Will the day be sunny or cloudy?

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Spelling: Two-Syllable Words

Approaching

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

High-Frequency Words

1. _____	1. lunchtime
2. _____	2. sometime
3. _____	3. shortcake
4. _____	4. pancake
5. _____	5. picnic
6. _____	6. napkin
7. _____	7. jumping
8. _____	8. wishing
9. _____	9. certain
10. _____	10. minutes

On-Level

lunchtime	daydream	shortcake	pancakes	picnic
perform	jumping	running	certain	minutes

Read each row of words. Put an X on the word that does not belong.

1. pancakes	shortcake	certain	X
2. lunchtime	perform	shortcake	X
3. jumping	daydream	running	X
4. daydream	lunchtime	jumping	X
5. picnic	perform	running	X
6. daydream	lunchtime	minutes	X

Beyond

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

Review Words

High-Frequency Words

1. _____	1. lunchtime
2. _____	2. daydream
3. _____	3. shortcake
4. _____	4. pancakes
5. _____	5. picnic
6. _____	6. perform
7. _____	7. everything
8. _____	8. strawberry
9. _____	9. jumping
10. _____	10. running
11. _____	11. certain
12. _____	12. minutes

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High-Frequency Words/Vocabulary

Approaching

Circle the correct word and write it on the line.

1. Jim lies down for a few ___minutes___.
   minutes certain

2. His dreams ___begin___.
   straight begin

3. First, he flies ___around___.
   around minutes

4. Then he goes ___straight___ down.
   straight cancel

5. A bird ___brought___ him down.
   daydream brought

6. Jim is ___certain___ he was not dreaming.
   around certain

On-Level

straight	certain	begin	brought
minutes	around	daydream	cancel

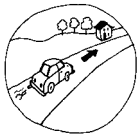
Choose the correct word from the box and write it on the line.

1. Ann had a ___daydream___.

2. How did the dream ___begin___?

3. A cat ___brought___ Ann a beautiful car.

4. Ann drove the car ___around___ town.

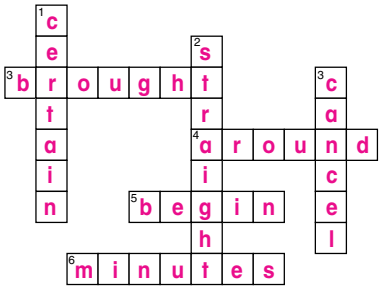


5. Then she went ___straight___ back home.

Beyond

begin	minutes	daydream	brought
around	certain	cancel	straight

Read the clues. Then use the words in the box to fill in the crossword puzzle.



Across
3. came with something
4. go ___ the world
5. start
6. sixty in an hour

Down
1. sure about something
2. not bent
3. to call off or cross out

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Comprehension: Story Chart

Approaching On-Level Beyond

As you read Super Oscar, fill in the Story Chart.

Possible responses:

Characters

Oscar, his mom

Setting

the park

Beginning

Oscar daydreams all the time. He forgets to hand out the picnic lists.

↓

Middle

Oscar does all the work for the picnic.

↓

End

The picnic is the best ever, but Oscar is asleep and dreaming.

How does the information you wrote in this Story Chart help you retell Super Oscar?

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Comprehension: Character, Setting, Plot

Approaching

The **characters** are the people or animals in a story.
The **setting** is where the story happens.
The **plot** is what happens.

Read the story. Then answer the questions.
Draw a picture for each part of the story.

Jen plans a lunch.
It is a surprise.

Sal comes to the door.
Jen takes her to the kitchen.

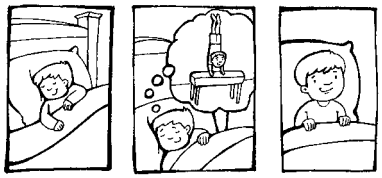
The lunch is there.
Sal is surprised and happy.
The two girls eat together.

1. Who are the characters? Jen and Sal
2. Where does the story happen? at Jen's home
3. What did Jen plan? a surprise lunch
4. How did Sal feel about the lunch? surprised and happy

On-Level

The **characters** are the people or animals in a story.
The **setting** is where the story happens.
The **plot** is what happens.

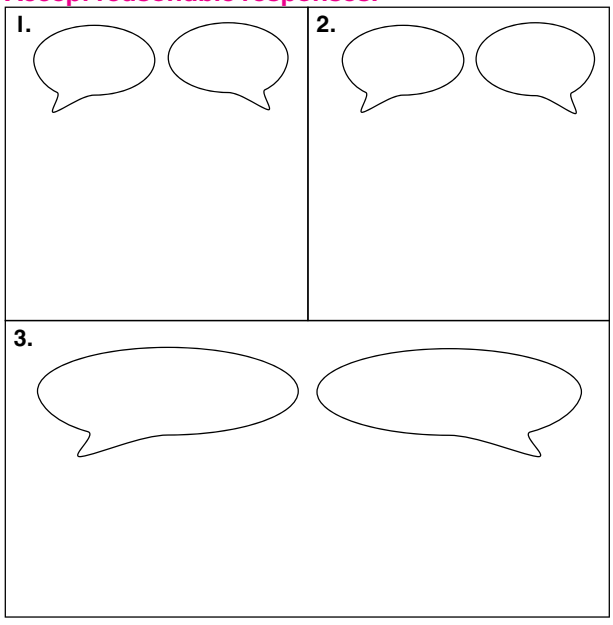
Look at the pictures. Answer the questions about the characters, setting, and plot.



1. Who is the story about? a boy
2. Where does the story happen? in the boy's bedroom
3. What happens in the middle? The boy dreams he is doing a trick.
4. What happens at the end? The boy wakes up.

Beyond

Draw a cartoon story about two characters who have an adventure. Show the setting.
Give the story a beginning, middle, and end.
Accept reasonable responses.



Use the speech balloons to show what the characters say.

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Grammar: Combining Sentences

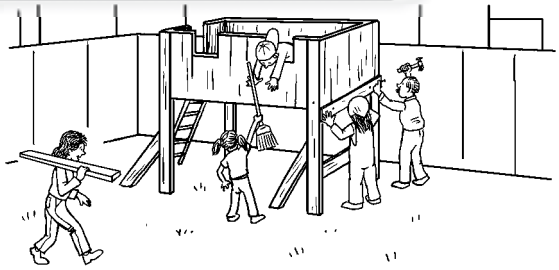
Approaching **On-Level** **Beyond**

Parts of two sentences are sometimes the same.

Use **and** to join two sentences that have parts that are the same. Maria makes a fort. Ed makes a fort.

Maria and Ed make a fort.

Circle parts that are the same. Use and to join the sentences. Write the new sentence.



1. Mom hammers. Mom saws.

   Mom **hammers and saws.**.

2. Maria hauls wood. Ed hauls wood.

   Maria and Ed haul wood.

3. Maria sands. Maria paints.

   Maria **sands and paints.**.

4. Ed gets a mop. Ed gets a broom.

   Ed gets **a mop and a broom.**.

5. Nana helps. Papa helps.

   Nana and Papa help.

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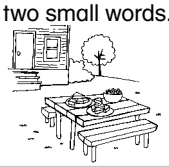
Phonics: Compound Words

Approaching

A **compound word** is made up of two small words.

table + top = **tabletop**

back + yard = **backyard**



Use the picture to answer the questions. Use the two bold words to write a compound word for each answer.

1. What kind of **yard** is in **back** of a house?

   It is the backyard.

2. What do you call the **time** for **lunch**?

   It is lunchtime.

3. What kind of **berries** do you eat that are **blue**?

   We eat blueberries.

4. What do you call a **hill** where an **ant** lives?

   It's an anthill. You can find one in the yard!

On-Level

A **compound word** is made up of two small words.

pop + corn = **popcorn**

pea + nuts = **peanuts**

A. Match a word on the left to a word on the right to make a compound word. Then write the word.

1.	pan	end	pancakes
2.	camp	dream	campground
3.	day	cakes	daydream
4.	week	ground	weekend

B. Use one compound word in a sentence.

5. Possible response: We ate at the campground.

Beyond

play	day	book	camp
out	doors	meal	side

Use the words in the box to complete the compound words.

1. cook book
   cook out
2. out doors
   out side
3. meal time
   play-, day time
4. camp ground
   play ground

Write two sentences using compound words from above.

Possible responses:

5. Let's have a cookout.
6. We can use your cookbook.

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Spelling: Two-Syllable Words

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. wishng
○ B. wiching
● C. wishing

1. ● A. pancake
○ B. pankac
○ C. pancke

2. ○ A. piknc
● B. picnic
○ C. picnick

3. ● A. shortcake
○ B. shrtcak
○ C. shotcaik

4. ● A. napkin
○ B. napken
○ C. nakpin

5. ○ A. sumtime
● B. sometime
○ C. sumtym

6. ○ A. lunchtmi
○ B. lunchtim
● C. lunchtime

On-Level

A. Circle the word in each row that is spelled correctly.

1. piknik piknic (picnic)

2. (certain) sertin certian

3. perfrom (perform) purfrum

4. (jumping) jumpig jumpping

5. (running) runing runng

6. minuts (minutes) minuttes

B. Write the spelling words that are compound words.

7. lunchtime **8.** shortcake

9. daydream **10.** pancakes

In 7–10, order of words may vary.

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

○ A. runing
● B. running
○ C. runnig

1. ○ A. strauberry
● B. strawberry
○ C. strawbery

2. ○ A. perrform
○ B. purform
● C. perform

3. ● A. pancakes
○ B. pancacks
○ C. pancaks

4. ○ A. lunchtim
○ B. lunhctime
● C. lunchtime

5. ● A. daydream
○ B. dadream
○ C. daydreem

6. ○ A. everthing
● B. everything
○ C. everrything

7. ○ A. picnick
● B. picnic
○ C. picnik

8. ○ A. shortcaik
● B. shortcake
○ C. shortcak

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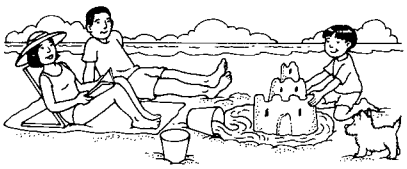
Vocabulary Strategy: Context Clues

Approaching

Context clues are words that help you figure out the meaning of a new word. Context clues may be found in the same sentence or in nearby sentences.

Fill in the circle next to the correct meaning for the word in bold letters. Use the underlined context clues to help you figure out the correct meaning.

1. Carl digs a moat to protect the castle from **danger**.
   O a tall tower ● harm or risk
2. Water filled the moat when the **bucket** fell over.
   O rained ● a pail
3. His dog **gazes** at the moving water closely.
   ● to watch or stare O traps
4. Dad watches Carl and smiles **proudly**.
   O friendly ● in a happy way



On-Level

Use the underlined context clues to figure out the meaning of the word in bold letters. Then match the word to its meaning. Write the correct letter on the line.

a. moved round and round **b.** came back
c. tapped gently **d.** to keep safe
e. a bridge that can be raised and lowered

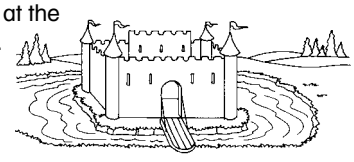
1. The royal family **returned** home from a trip to the countryside. b
2. The king, queen, and prince crossed over the **drawbridge** toward the castle. e
3. The happy queen kissed the prince and **patted** him on the head. c
4. Water from the river **swirled** in the moat. a
5. The moat and the drawbridge **protect** the castle from strangers. d

Beyond

Read the sentence. Use context clues to figure out the meaning of the underlined word. Write the correct meaning on the line.

greeting	people who protect or keep watch
very big	broke into small pieces

1. My Nana visited a real castle with an enormous moat going all the way around it. very big
2. The drawbridge almost crushed a small boat that was in its way. broke into small pieces
3. In the old days, kings had guards at the gate to protect the castle from enemies. people who protect or keep watch
4. Today, there are guides at the gate welcoming visitors. greeting



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Fluency: Choral Read: Phrasing

Approaching

As I read, I will pay attention to the patterns in the story.

Grandma asked, "Tommy, will you help me
07 plant strawberries?"
09 "Okay," said Tommy. "What should we do?"
16 "First, we'll dig holes.
20 Next, we'll put the plants in the holes.
28 After that, we'll cover the roots with dirt.
36 Last, we'll water the plants every day."
43 "When can we eat the berries?"
49 asked Tommy.
51 "In the summer, if we get to them before the
61 birds do," said Grandma. 65

Comprehension Check

1. What will Grandma and Tommy do first?
   They will dig holes.
2. When will the strawberries be ready to eat?
   They will be ready to eat in the summer.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to phrasing in the story.

Strawberries are easy plants to grow.
06 1. First, find a place that gets at least six hours
16 of sun.
18 2. Next, dig holes for the little plants. Put the
27 holes 12 inches apart. They should not be
35 crowded together.
37 3. Put the plants in the holes. Press the soil
46 around each plant. Make sure the soil covers
54 the tops of the roots.
59 4. Then, water the plants.
63 5. Pick the strawberries when they are ripe.
70 Animals like strawberries. As your plants grow,
77 you will need to watch for animals. Birds
85 and bugs eat strawberry plants. 90

Comprehension Check

1. Is it easy or hard to grow strawberries?
   It is easy to grow them.
2. What do strawberries need to grow?
   They need sun, space, soil, and water.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the patterns in the story.

Grandpa said, "Dale, would you help me plant a garden?"
10 "Sure," said Dale. "Are we going to plant flowers?"
19 "No, we're going to plant vegetables," said Grandpa.
27 "Peas and tomatoes?" asked Dale.
32 "Yes," said Grandpa, "and much more. In the first row,
42 we'll plant squash and kale."
47 "What's kale?" asked Dale.
51 "It's a kind of cabbage," said Grandpa. "In the second row,
62 we'll plant beans and parsnips."
67 "What are parsnips?" asked Dale.
72 "They are vegetables that look like white carrots," said
81 Grandpa. "In the third row, we'll plant pumpkins
89 and eggplant." 91

Comprehension Check

1. What are four vegetables that Dale and Grandpa are going to plant? **Possible answer: They are going to plant peas, tomatoes, kale, and pumpkins.**
2. What is kale? **Kale is a kind of cabbage.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Combining Sentences

Approaching **On-Level** **Beyond**

Use **and** to make two sentences into one.
Always capitalize the pronoun **I**.
Always capitalize proper nouns.

Circle letters that should be capital letters. Underline the parts of the sentences that should be joined. Write the new sentences.

1. mom goes to sandy point beach.
   i go to sandy point beach.

   Mom and I go to Sandy Point Beach.

2. i take a pail.
   i take a scoop.

   I take a pail and scoop.

3. See dad help us build our house.
   See leon help us build our house.

   See Dad and Leon help us build our house.

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Literary Element: Rhyming Pattern

Approaching

In some poems, the second line of a verse rhymes with the fourth line.

Circle the rhyming words in each poem. Then write them on the lines.

Look out for
The bees
In the buds
On the trees.

bees, trees

Plants like
The rain,
But to me
It's a pain.

rain, pain

What do you
Like to bake—
A pie or
A cake?

bake, cake

I saw
A big frog.
It jumped over
A log.

frog, log

On-Level

Some poems have a **rhyming pattern**.
In some poems, the second line of a verse rhymes with the fourth line.

A. Circle the two rhyming words in each poem.

The sun is out.
What a fine day!
Will you come out with me
And play?

You want to play ball,
But what I'd like
Is to ride round and round
On my brand new bike.

I saw a seed
Fall to the ground.
It never made
A sound.

I look up at
The sky at night,
And watch the stars
That shine so bright.

B. Think of more rhyming pairs. Write the pairs below. Responses will vary.

1. _____ _____
2. _____ _____

Beyond

In some poems, the second line of a verse rhymes with the fourth line.

A. Finish the poem. Write a word that rhymes with the word at the end of the second line.

Here comes Johnny Appleseed!
He walks around and **around**,
And where he goes, he leaves behind
_____

Little trees growing out of the ground.

B. Work with a partner to write a new poem. Make the second and fourth lines rhyme. Responses will vary.

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Text Feature: Lists

Approaching

A **list** is a series of things written in order.

Pets can

1. jump
2. play
3. nap

Write the word that completes the sentence.

1. A dog can play.
2. A cat can nap.
3. A can jump.

On-Level

A **list** is a series of things written in order.

Pets can

1.
2.
3.
4.

Read the question. Draw a line to the answer.

1. What pet likes to nap?
2. What pet can beg?
3. What pet can wag?
4. What pet likes to play?

Beyond

A **list** is a series of things written in order.

Pets	Pets can
1.	beg
	hop
2.	lick
	nap
3.	play
	rub
4.	run
	sit
5.	snack

Write a sentence about what one pet on the list likes to do. **Possible responses provided.**

My pet rabbit likes to hop,

play, run, lick, and nap.

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Spelling: Words with Short *e*

Approaching

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. menn
○ B. min
● C. men

2. ○ A. lette
○ B. lett
● C. let

3. ○ A. ged
● B. get
○ C. gat

4. ○ A. henn
○ B. hemn
● C. hen

5. ● A. no
○ B. noo
○ C. nowe

On-Level

A. Mark an X on the line next to the word spelled correctly.

1. enm _____
nme _____
men X
_____

2. leg X
elg _____
gle _____
_____

3. get X
teg _____
egt _____

4. pto _____
top X
otp _____

B. Use a letter from the box to write a spelling word.

n	b	t	m

5. n o

6. so m e

Beyond

Look at each set of words.
One word in each set is spelled correctly.
Use a pencil to fill in the circle in front of that word.
Sample A is done for you.

Sample A:

- ● A. hat
- ○ B. hatt
- ○ C. haet

1. ○ A. menn
○ B. min
● C. men

2. ○ A. ged
● B. get
○ C. gat

3. ● A. beg
○ B. begg
○ C. bagg

4. ○ A. legg
○ B. lig
● C. leg

5. ● A. spend
○ B. spennd
○ C. spenned

6. ○ A. sleed
● B. sled
○ C. sledd

7. ○ A. henn
● B. hen
○ C. han

8. ○ A. lett
○ B. latt
● C. let

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Fluency: Choral Read: Expression

Approaching

Read the words and sentences below.

dish

that

fish

under

put

I put a ball under that tree.

Beth likes to fish at the pond.

Draw a picture of one of the sentences.

On-Level

As I read, I will pay attention to the expression.

Tess got a dog.
04 "That is a good dog," said Tess.
11 Tess set a cup on the floor.
18 "Come and drink," said Tess.
23 Tess set a dish on the floor.
30 "Come and eat," said Tess.
35 Tess got a ball for the dog. 42

Comprehension Check

1. Why do you think Tess got a ball for the dog? **She may want to take him for a walk.**
2. What things does a dog need? **A puppy needs food, water, and walks.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to what people say.

"We are going to get our new puppy
8 tomorrow," said Dad.
11 "I think we will need to buy some things
20 to take care of her."
25 "What will we need?" asked Molly.
31 "Let's think of things," said Dad. "You can
write them."
41 "The first things we will need are dishes.
48 We will put her food and water in two dishes.
58 We will also need a leash so that we can
68 take her for walks."
72 "I think she might like a ball," said Molly.
81 "Good thinking!" said Dad. 85

Comprehension Check

1. What is one thing that Molly and Dad are going to buy for the puppy? **Possible answer: They will buy a dish for her food.**
2. What does Molly think the puppy might like? **She thinks it might like a ball.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Study Skill: Periodicals and Newspapers

Approaching

The name of a magazine is the **title**.
Most magazines have **pictures** on the **cover**.

Circle Yes or No for each sentence.

1. The title of the magazine is Let's Make Things.
   Yes No

2. The cover has a picture.
   Yes No

3. The girl makes a doll in the picture.
   Yes No

4. The magazine tells things to make.
   Yes No

On-Level

The **title** of a magazine is on the cover.
There are **articles** inside the magazine.

Use the magazine cover and article to answer the questions. Possible responses provided.

1. What is the title of the magazine?
   Fun with Crafts

2. What is on the cover?
   a birdhouse, things for making a birdhouse

3. What is the title of the article?
   How to Make a Drum

4. What could the article be about?
   How to make a drum

Beyond

A. Make a cover for a magazine about things you can make. Illustrate it.

Responses will vary.

B. What could you put in your magazine?

Responses will vary.

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Literary Element: Word Choice

Approaching

Writers choose interesting and colorful words when they write poems.

See the **soft red** .

Match the descriptive words to the pictures.

1. two, small
2. red, fast
3. soft, little
4. one, black
5. three, big
6. hot, wet

On-Level

Writers use interesting and colorful words.
The **fluffy white** clouds float in the sky.

Circle the two words that a writer could use to describe each picture.

1. (fast) soft (red)
2. many (little) (wet)
3. black (one) (hot)
4. (three) (big) hot
5. (little) (many) big
6. (hot) stink (yummy)

Beyond

Add a word to make these sentences more interesting or colorful. **Possible responses below.**

1. The **little** boat bobs on the water.
2. The **black** cat purrs softly.
3. The grass is tall and **damp**.
4. The **sweet** smell fills the air.
5. Clank! Clank! The **huge** train chugs down the track.
6. The **silent** bat dives in the night.
7. The **green** frog jumped into the pond.

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Comprehension: Make Predictions

Approaching

A **prediction** tells what might happen next.

What is next?

prediction

Draw a line under the correct picture.

1. What is next?
2. What is next?
3. What is next?
4. What is next?
5. What is next?

On-Level

A **prediction** is a guess about what will happen next.

There is pizza on a plate. A good **prediction** would be that someone will eat the pizza.

Draw a line connecting each sentence with the one that tells what will happen next.

1. The block falls down. — Tim will pick it up.
2. The frog sees a pond. — The vet will help.
3. A dog is sick. — It will hop in.
4. Dad gets a cake. — She will run fast.
5. Jan gets a doll. — She will play with it.
6. Peg is late for school. — He will eat it.

Make your own prediction.

7. Jake has a gift from his friend Meg.

_____

_____

Possible response: Jake will open it.

Beyond

Write a prediction about what will happen next.
Responses will vary.

1. A kid rides down a hill.

_____

_____

_____

2. A snake is under a tent.

_____

_____

_____

3. Two dogs see a cat.

_____

_____

_____

4. Mom makes a cake.

_____

_____

_____

5. Two kids are hot.

_____

_____

_____

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Comprehension: Character and Setting Chart

Approaching On-Level Beyond

As you read Gram and Me, fill in the Character and Setting Chart.

What the Characters Do	Where They Do It
1. Gram and the boy wave at the boats.	1. by a lake or ocean
2. Gram and James water flowers.	2. in the yard
3. Gram and James talk while they cook.	3. in Gram's kitchen
4. Gram and James read together.	4. inside the house

How does the Character and Setting Chart help you retell Gram and Me?

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Grammar: Adjectives That Compare

Approaching **On-Level** **Beyond**

Add **-er** to an adjective to compare two people, places, or things.

Example: Jon is **faster** than Mike.

Add **-est** to an adjective to compare three or more people, places, or things.

Example: Ed is the **fastest** boy on the team.

A. Write the adjectives that compare.

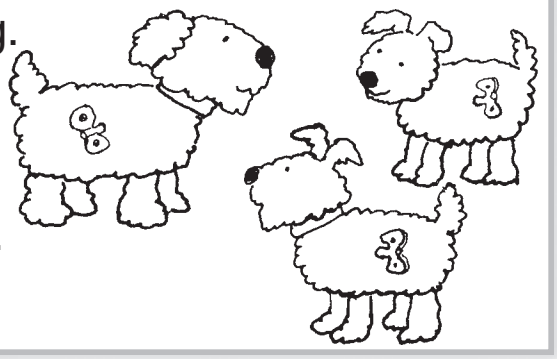
	add -er	add -est
1. low	lower	lowest
2. sweet	sweeter	sweetest
3. kind	kinder	kindest

B. Underline the adjectives that compare.

4. My dog is slower than Tim's dog.

5. It is bigger than Pedro's dog.

6. It is the cutest dog in the bunch.



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Structural Analysis: Abbreviations: *Mr.*, *Mrs.*, and *Dr.*

Approaching

An **abbreviation** is a short form of writing a longer word.
Look at these abbreviations.
Mister → Mr. Missus → Mrs. Doctor → Dr.

A. Match the word to the correct abbreviation.

1. Mister — Dr.
2. Missus — Mr.
3. Doctor — Mrs.

B. Write an abbreviation for the underlined word.

4. Did you visit Doctor Hall? **Dr.**
5. Mister Jon is my dad. **Mr.**
6. Can I go to Missus Lee's home? **Mrs.**

On-Level

An **abbreviation** is a short form of writing a longer word.
Look at these abbreviations.
Mister → Mr. Missus → Mrs. Doctor → Dr.

A. Write the abbreviations for each word.

1. Doctor **Dr.**
2. Missus **Mrs.**
3. Mister **Mr.**

B. Read each sentence. Then circle the word that matches each abbreviation.

4. I will make a cake for Mrs. Smith.
   Melissa (Missus) Miss
5. Dr. Shin helps me when I'm sick.
   (Doctor) Missus Mister
6. We sent mail to Mr. Lee.
   Doctor Saturday (Mister)

Beyond

An **abbreviation** is a short form of writing a longer word.
Mister → Mr. Missus → Mrs. Doctor → Dr.

Read each sentence. Find the mistake.
Write the sentence correctly.

1. Mr James is the soccer coach for our team.
   Mr. James is the soccer coach for our team.
2. When Tom broke his leg, dr Cage put the cast on it.
   When Tom broke his leg, Dr. Cage put the cast on it.
3. Do you know mr. Willem's address?
   Do you know Mr. Willem's address?
4. Last week, mrs Jones and I baked cookies together.
   Last week, Mrs. Jones and I baked cookies together.

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Fluency: Echo Read: Intonation

Approaching

As I read, I will pay attention to the intonation.

"Look at all the butterflies!" said Mark.
07 "They like the flowers in our garden,"
14 said Bart.
16 "Let's put them in a jar," said Mark.
24 "I'll get one from the house."
30 "Oh no!" said Bart. "Don't do that!
37 They belong in the yard." 42

Comprehension Check

1. What does Mark want to do with the butterflies? **He wants to put them in a jar.**
2. What does Bart think of Mark's idea? He thinks it is a bad idea. **He thinks the butterflies belong in the yard.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

On-Level

As I read, I will pay attention to the exclamation points.

"Look at all the butterflies!" I said to Amy.
09 "I hope I find a Painted Lady!"
16 "Is that one?" Amy asked.
21 "No," I said. "A Painted Lady is not red."
30 A butterfly landed on Amy.
35 "Look, Sara!" Amy said. "Is it a Painted Lady?"
44 "No," I said. "A Painted Lady doesn't have
52 black bands."
54 "I have never been here before," I said to a
64 helper. "Do you have a Painted Lady?"
71 "Yes," she said. "Keep looking! You will find one."
80 "There it is!" said Amy.
85 "No, it's not," I said. "A Painted Lady has
94 black and white spots." 98

Comprehension Check

1. What kind of butterfly are Amy and her friend hoping to find? **They are looking for a Painted Lady.**
2. Does the Painted Lady have bands or spots? **spots**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Beyond

As I read, I will pay attention to the intonation.

"Look at all the butterflies!" said Grace.
07 "Why are they on the grass?"
13 "Butterflies need to warm up before they can fly,"
22 said Ben. "That's why they are
28 sitting on the lawn in the sunshine."
35 "You are so smart!" said Grace. "What else
43 do you know about butterflies?"
48 "They have six legs. Each leg has a claw at the end of it."
62 "What do they need claws for?" asked Grace.
70 "They use them to grip things," said Ben.
78 "Butterflies also have hair on their feet. They
86 taste with this hair."
90 "Wow!" said Grace. "I had thought it would
98 be fun to be a butterfly, but now
106 I don't. I don't want to taste food with my
116 hairy feet!" 118

Comprehension Check

1. What do butterflies have at the ends of their legs? **They have claws at the ends of their legs.**
2. Why doesn't Grace want to be a butterfly anymore? **She doesn't want to taste food with her hairy feet.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Grammar: Color Words

Approaching **On-Level** **Beyond**

Read the story. Circle the color words.

The old black cat wasn't happy. He didn't like having gray mice in his house. "I am going to catch those gray mice," he said.

"We don't want that to happen," the little gray mice said. But the cat had soft feet. The mice couldn't tell when he was coming. So they made an alarm.

When the cat stepped on a red rug in front of their home, a green bell rang. The mice hid. "The black cat can't catch us," they said. "We aren't going to have to go away."

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Grammar: Subjects and Predicates

Approaching **On-Level** **Beyond**

A sentence has a subject and a predicate.

Capitalize the name of a holiday.

Write

- **S** if a sentence is missing a subject.
- **P** if the sentence is missing a predicate.

Circle letters that should be capital in the name of a holiday.

1. Jack gave Dad a great gift for father's Day. _____
2. The gift. P _____
3. The two of them. P _____
4. Went to Mars on a rocket ship. S _____
5. They won't be back until thanksgiving. _____

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Scoring Chart

The Scoring Chart is provided for your convenience in grading your students' work.

- Find the column that shows the total number of items.
- Find the row that matches the number of items answered correctly.
- The intersection of the two rows provides the percentage score.

NUMBER CORRECT	TOTAL NUMBER OF ITEMS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	100	50	33	25	20	17	14	13	11	10	9	8	8	7	7	6	6	6	5	5	5	5	4	4	4	4	4	4	3	3
2		100	66	50	40	33	29	25	22	20	18	17	15	14	13	13	12	11	11	10	10	9	9	8	8	8	7	7	7	7
3			100	75	60	50	43	38	33	30	27	25	23	21	20	19	18	17	16	15	14	14	13	13	12	12	11	11	10	10
4				100	80	67	57	50	44	40	36	33	31	29	27	25	24	22	21	20	19	18	17	17	16	15	15	14	14	13
5					100	83	71	63	56	50	45	42	38	36	33	31	29	28	26	25	24	23	22	21	20	19	19	18	17	17
6						100	86	75	67	60	55	50	46	43	40	38	35	33	32	30	29	27	26	25	24	23	22	21	21	20
7							100	88	78	70	64	58	54	50	47	44	41	39	37	35	33	32	30	29	28	27	26	25	24	23
8								100	89	80	73	67	62	57	53	50	47	44	42	40	38	36	35	33	32	31	30	29	28	27
9									100	90	82	75	69	64	60	56	53	50	47	45	43	41	39	38	36	35	33	32	31	30
10										100	91	83	77	71	67	63	59	56	53	50	48	45	43	42	40	38	37	36	34	33
11											100	92	85	79	73	69	65	61	58	55	52	50	48	46	44	42	41	39	38	37
12												100	92	86	80	75	71	67	63	60	57	55	52	50	48	46	44	43	41	40
13													100	93	87	81	76	72	68	65	62	59	57	54	52	50	48	46	45	43
14														100	93	88	82	78	74	70	67	64	61	58	56	54	52	50	48	47
15															100	94	88	83	79	75	71	68	65	63	60	58	56	54	52	50
16																100	94	89	84	80	76	73	70	67	64	62	59	57	55	53
17																	100	94	89	85	81	77	74	71	68	65	63	61	59	57
18																		100	95	90	86	82	78	75	72	69	67	64	62	60
19																			100	95	90	86	83	79	76	73	70	68	66	63
20																				100	95	91	87	83	80	77	74	71	69	67
21																					100	95	91	88	84	81	78	75	72	70
22																						100	96	92	88	85	81	79	76	73
23																							100	96	92	88	85	82	79	77
24																								100	96	92	89	86	83	80
25																									100	96	93	89	86	83
26																										100	96	93	90	87
27																											100	96	93	90
28																												100	97	93
29																													100	97
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